



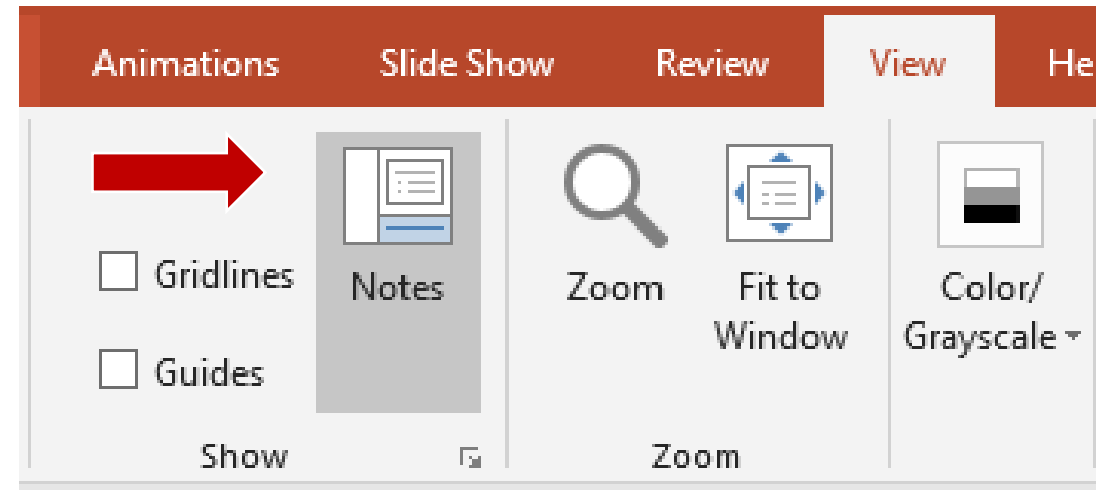
Post-School Outcome Data Summary

ESD 113, 2020-21 leaver year

Center for Change in Transition Services (CCTS) | www.seattleu.edu/ccts

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Presentation Overview

- [CCTS and the Post-School Survey](#)
- [Data Collection Overview](#)
- [Post-School Survey Terms and Definitions](#)
- [Post-School Outcome Tables and Graphs](#)
- [Sharing the Data \(Security, Confidentiality, and References\)](#)

CCTS and the Post-School Survey



CCTS

CENTER FOR CHANGE IN
TRANSITION SERVICES

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- OSPI Special Education State Needs Project
- Located at Seattle University

CCTS Provides:

- Post-school outcome data for all former high school students in Washington who had an IEP
 - Data collection management
 - Reports
- Secondary transition training
- Technical assistance
- Resources and materials



Federal Collection and Reporting

Purpose

To determine how well states are meeting their responsibilities under the Individuals with Disabilities Education Act (IDEA)

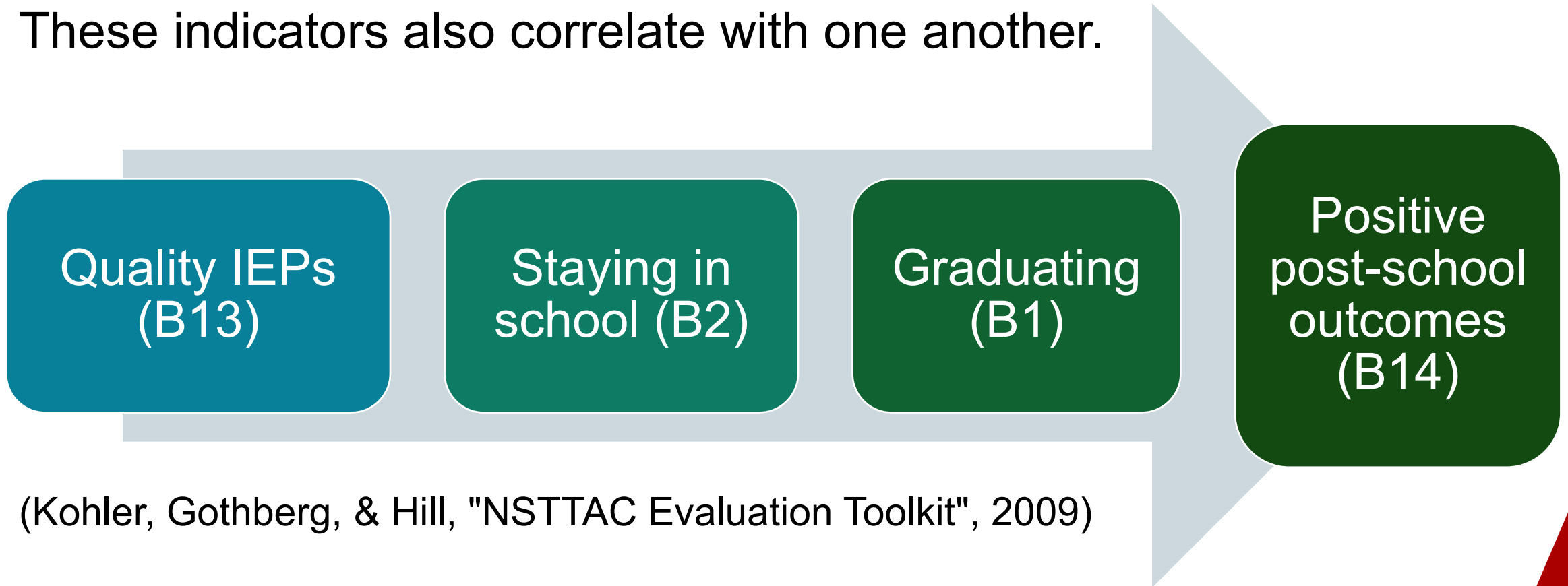
Requirement

All states collect data on 17 IDEA performance indicators

Findings are reported to the Office of Special Education Programs (OSEP)

How are PS Data Collected in ESD 113?

Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)

Data Collection Overview

Post-School Survey Logistics



Survey is open June 1-November 1 each year



Surveys are conducted over the phone by school/school district representatives



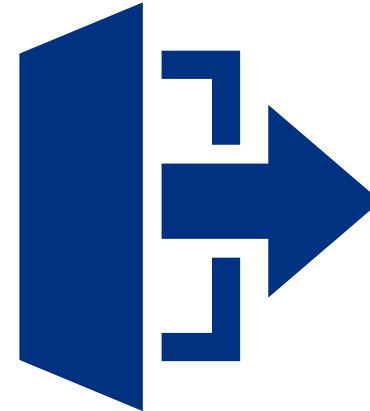
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



Survey data are reviewed, analyzed, and reported by CCTS

Leaver Criteria for 2022 Survey

- Former students who exited school in the 2020-21 year
- Age 16-21 with active IEPs at the time of exit
 - Aged out
 - Dropped out
 - Graduated with a diploma
 - Expected to return but did not



What data are collected?

- Demographics (exit status, gender, disability, race/ethnicity, language proficiency)
- Work and school experiences
- Type of job or school
- Number of hours working or in school
- Contact with agencies

Post-School Outcome Terms and Definitions

Former students eligible for the survey

Leavers

Former students ages 16-21 with an IEP who left school by graduating with a diploma, aging out, dropping out, or who were expected to return and did not

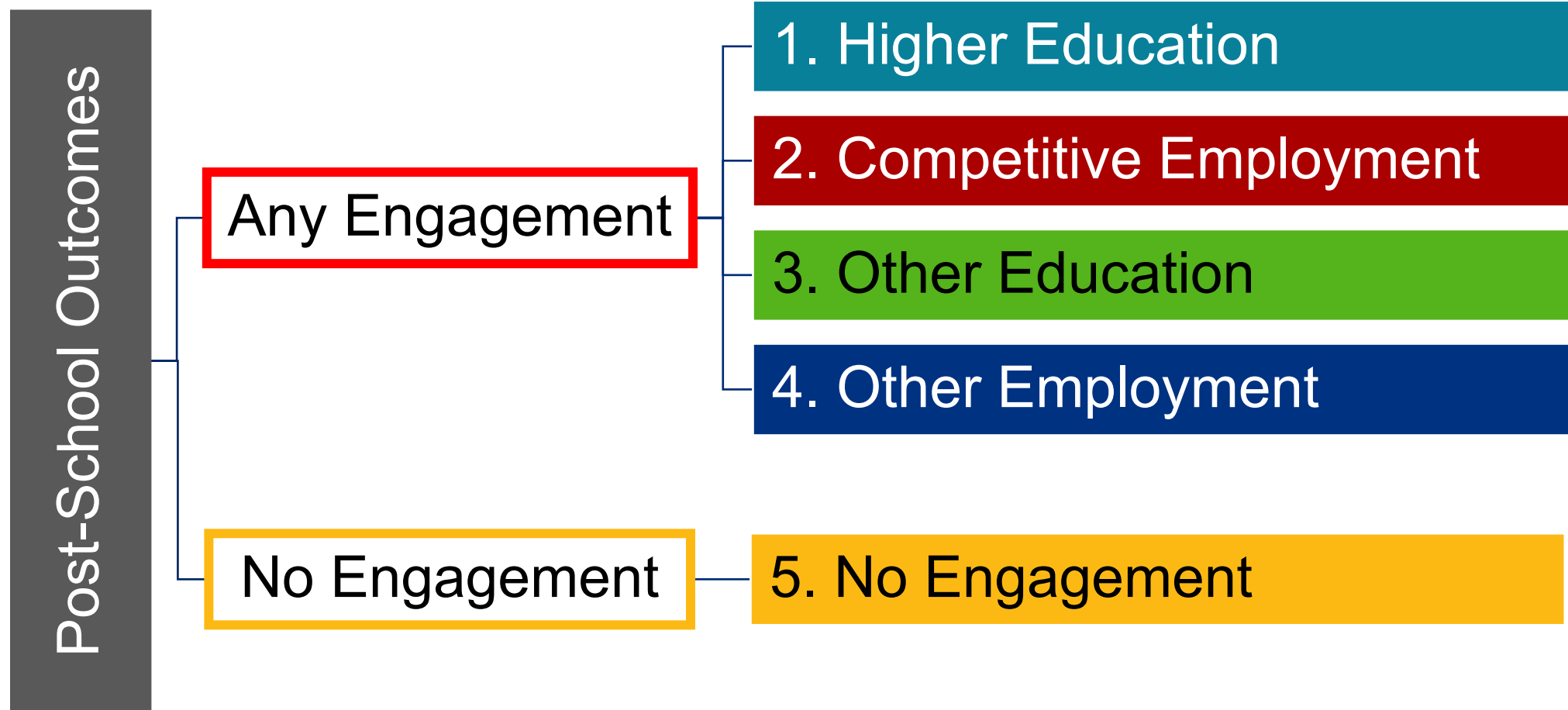
- **Responders/respondents (Resp'ts)**

Former student or designated family member who answered the survey interview questions

- **Non-responders/non-respondents**

Former student who was unable to be contacted after repeated attempts or declined to participate in the survey

Post-School Outcome Categories



1. Higher Education

- Enrolled full- or part-time
- Community college (two-year) program
- College/university (four- or more year) program
- At least one complete term

(National Technical Assistance Center on Transition: The Collaborative, 2018)

2. Competitive Employment

- Worked for pay at or above minimum wage
- Setting with others who are nondisabled
- 20 hours or more a week
- At least 90 days at any time in the year since leaving high school
- Includes military employment

(National Technical Assistance Center on Transition: The Collaborative, 2018)

3. Other Education

- Enrolled full- or part-time
- Education or training program that is less than a two-year program (e.g., adult education, vocational technical school)
- At least one complete term

(National Technical Assistance Center on Transition: The Collaborative, 2018)

4. Other Employment

- Worked for pay or has been self-employed
- At least 90 days at any time since leaving high school
- Includes working in a family business. (e.g., farm, store, fishing, ranching, catering services, etc.)

(National Technical Assistance Center on Transition: The Collaborative, 2018)

5. No Engagement

- Former student does not fall into one of the previous employment or education categories.
- The “not engaged” former student may have attempted some education or employment experience, but for less time than the minimum period required for reporting.

Post-School Outcome Tables and Graphs

Survey data from former students who permanently exited high school in the 2020-21 school year

Post-School Outcomes, 2020-21

ESD and Washington state data tables

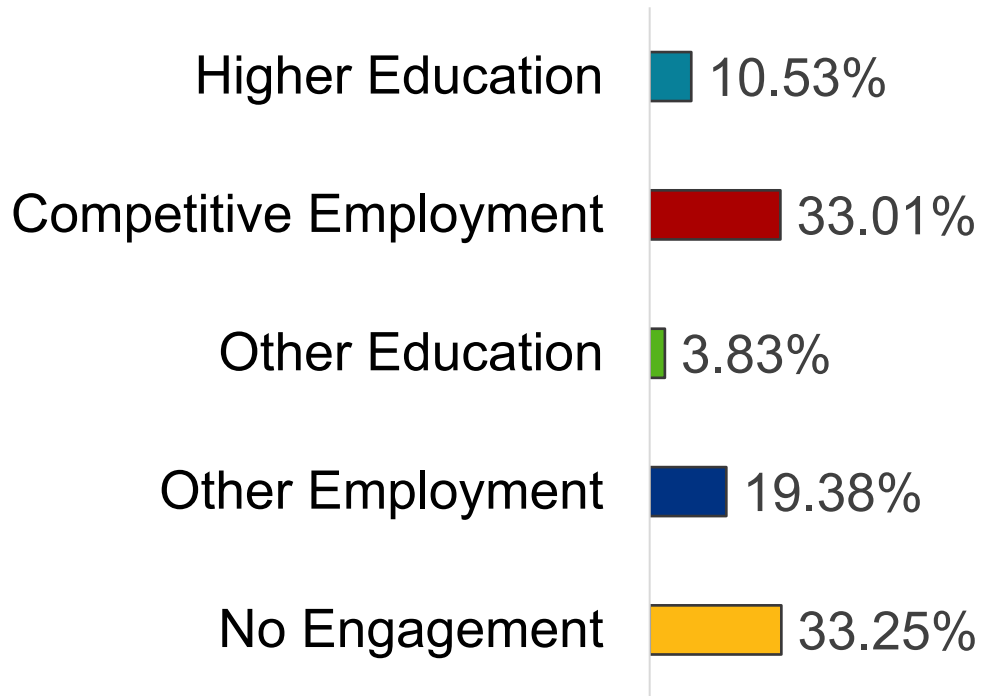
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 113	538	418	77.70%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 113	418	10.53%	33.01%	3.83%	19.38%	33.25%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

Post-School Outcomes, 2020-21

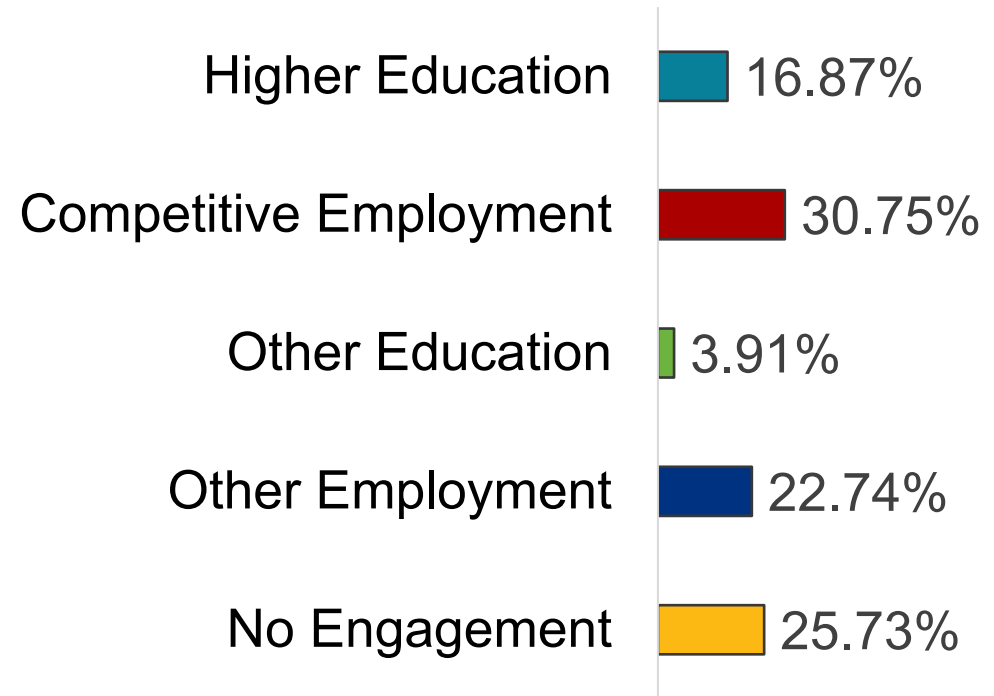
ESD and Washington state graphs

ESD 113



(CCTS 2023, Unpublished raw data)

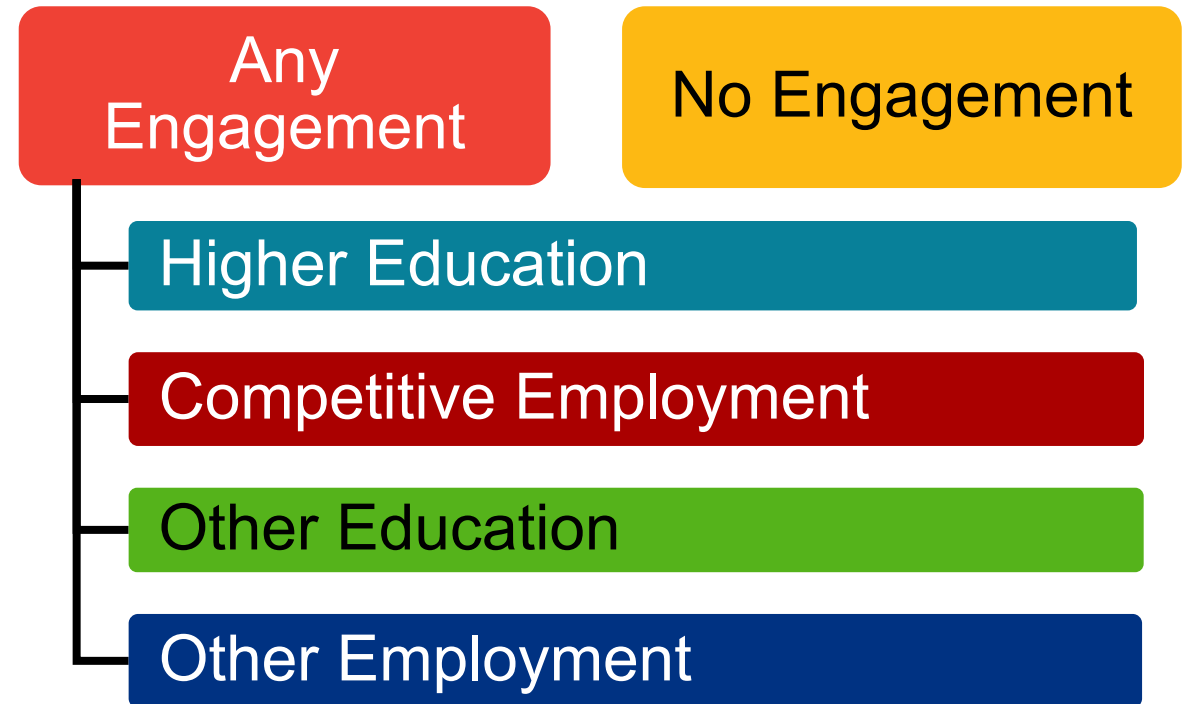
Washington state



(CCTS 2023, *Indicator B14 Post-School Outcome Report, Washington state, 2020-21*)

Outcomes by Demographics

- Five-year Overview
- Exit Category
- Gender Category
- Race/Ethnicity Category
- Disability Category
- Language Proficiency Category



Any vs. No Engagement, Five-Year Overview

ESD and Washington state data table

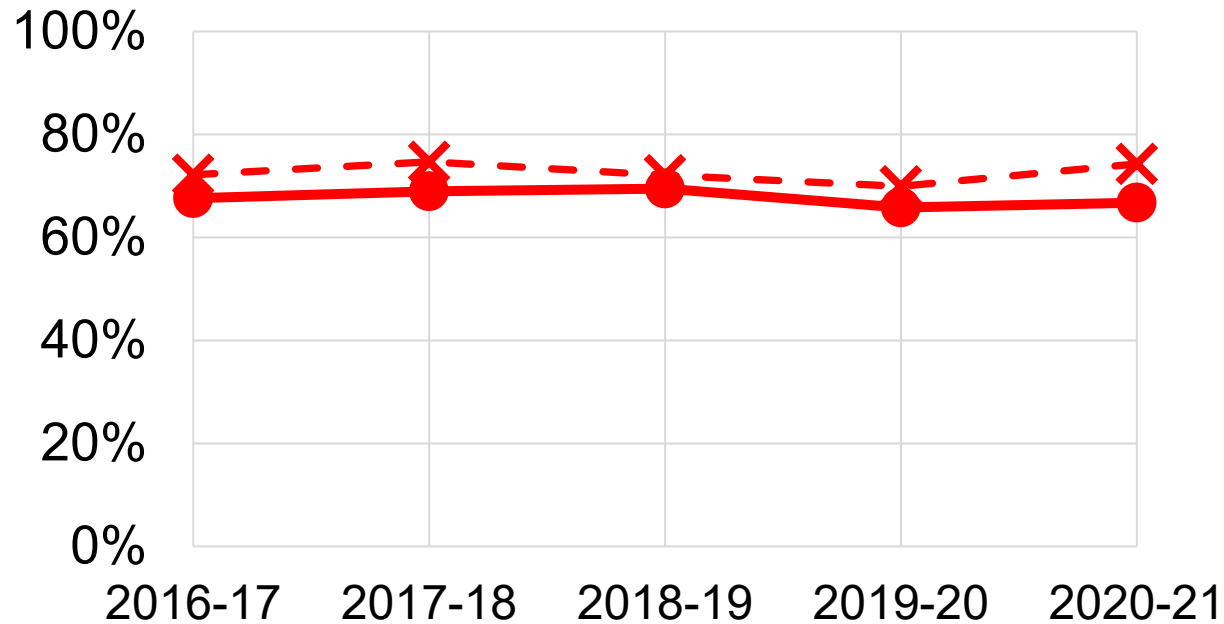
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 113	2020-21	418	66.75%	33.25%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 113	2019-20	518	65.83%	34.17%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 113	2018-19	413	69.49%	30.51%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 113	2017-18	512	68.95%	31.05%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 113	2016-17	457	67.61%	32.39%
Washington state	2016-17	6,475	72.17%	27.83%

Any vs. No Engagement, Five-Year Overview

ESD and Washington state graphs

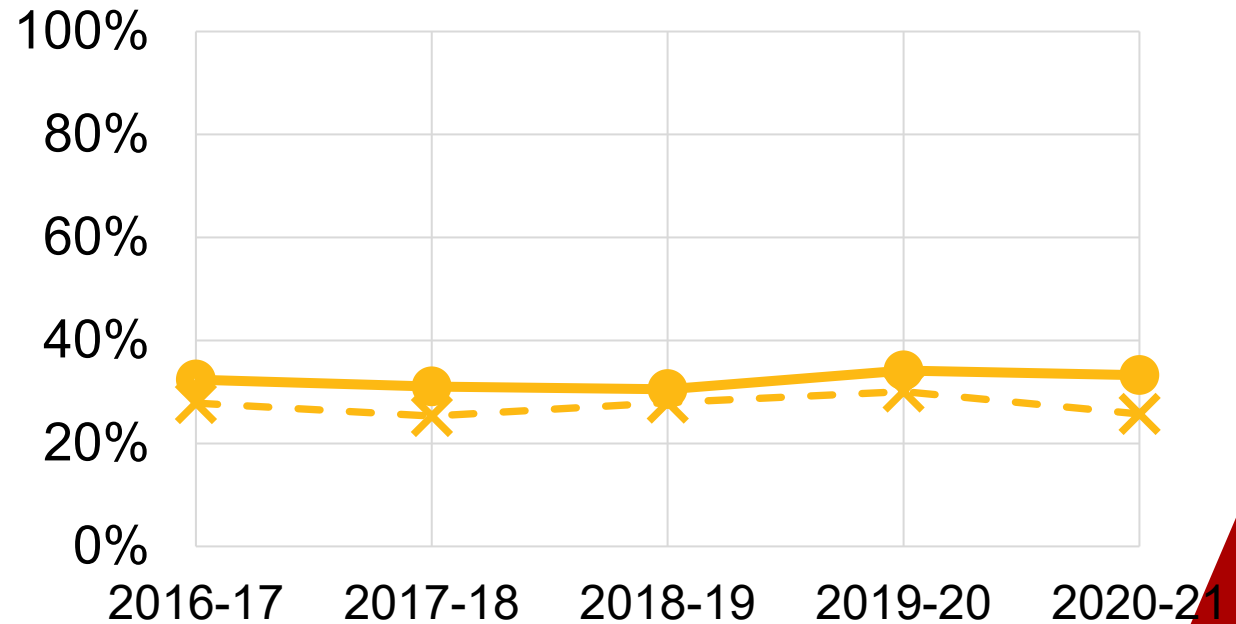
Any Engagement

● ESD 113 ✕ Washington state



No Engagement

● ESD 113 ✕ Washington state



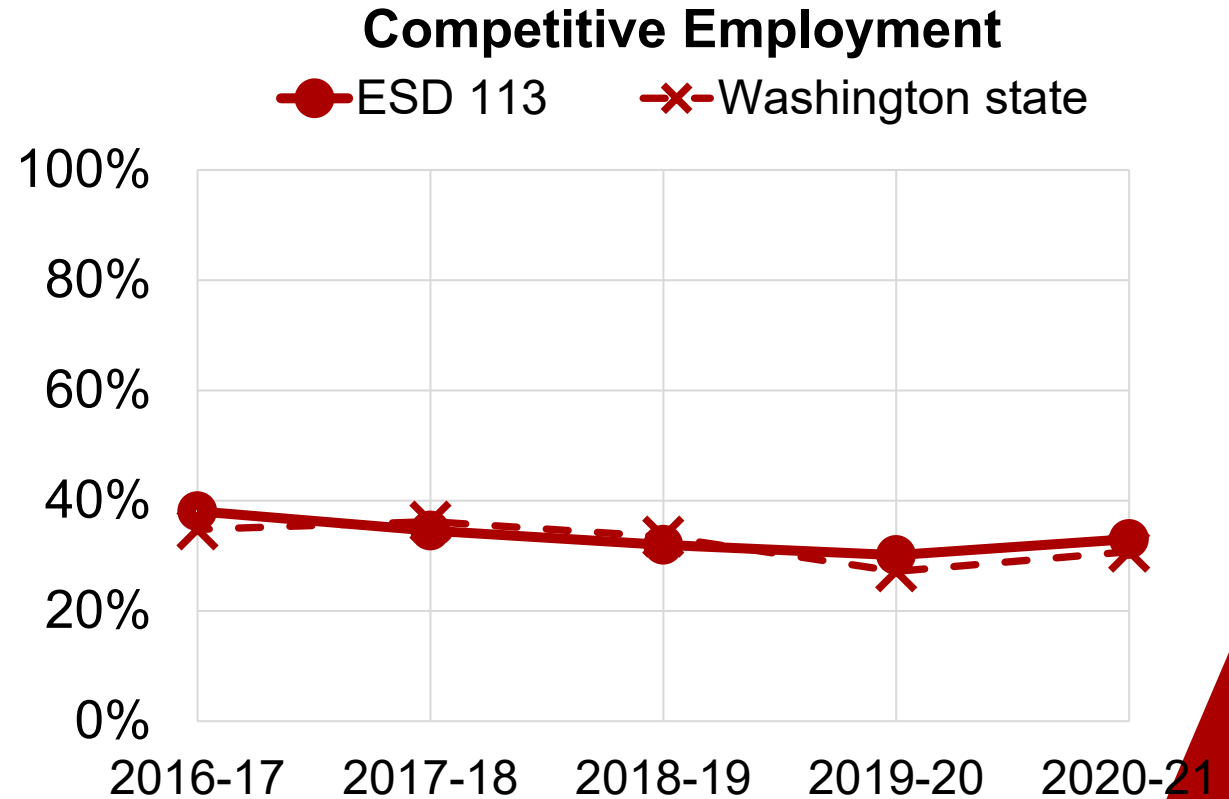
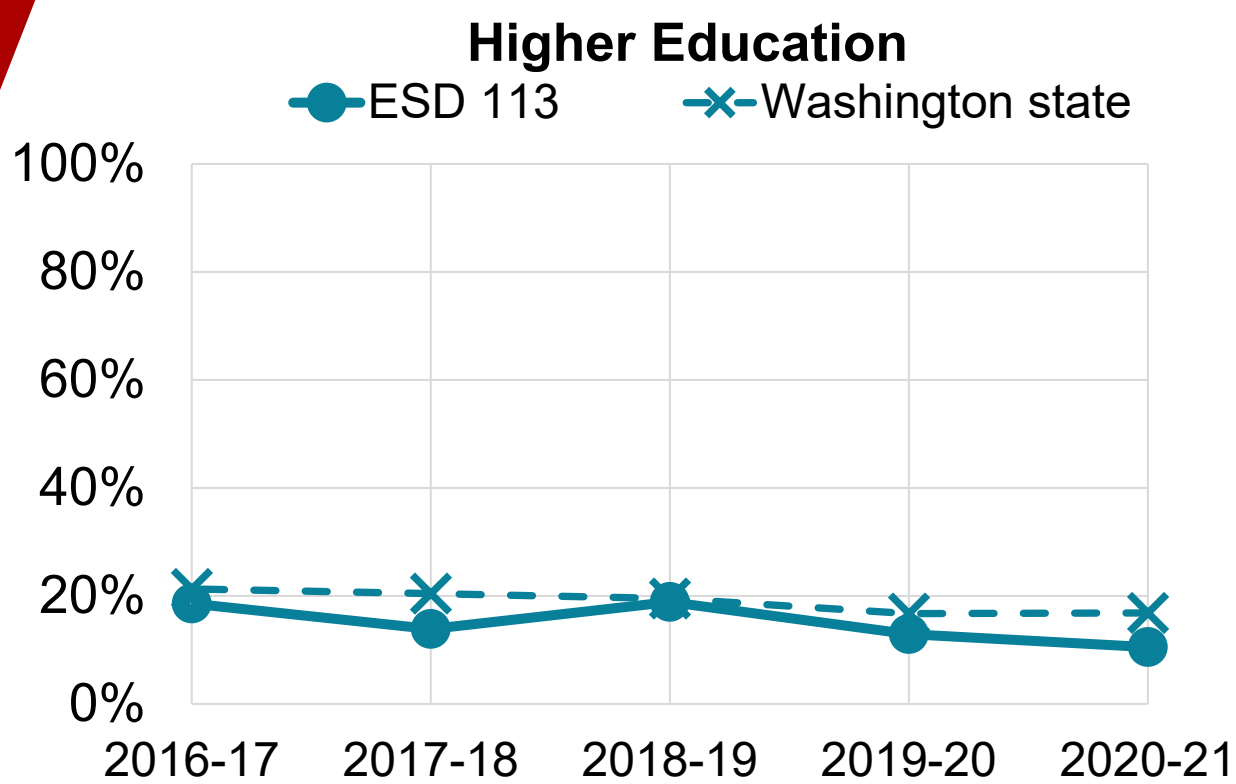
(CCTS 2023, Unpublished raw data)

Engagement Outcomes, Five-Year Overview, 2020-21 ESD and Washington state data table

ESD Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
ESD 113	2020-21	418	10.53%	33.01%	3.83%	19.38%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 113	2019-20	518	12.93%	30.12%	4.05%	18.73%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 113	2018-19	413	18.89%	31.96%	4.12%	14.53%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 113	2017-18	512	13.87%	34.57%	6.05%	14.45%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 113	2016-17	457	18.60%	38.07%	3.72%	7.22%
Washington state	2016-17	6,475	21.31%	34.76%	3.04%	13.05%

Engagement Outcomes, Five-Year Overview

ESD and Washington state graphs, (1 of 2)



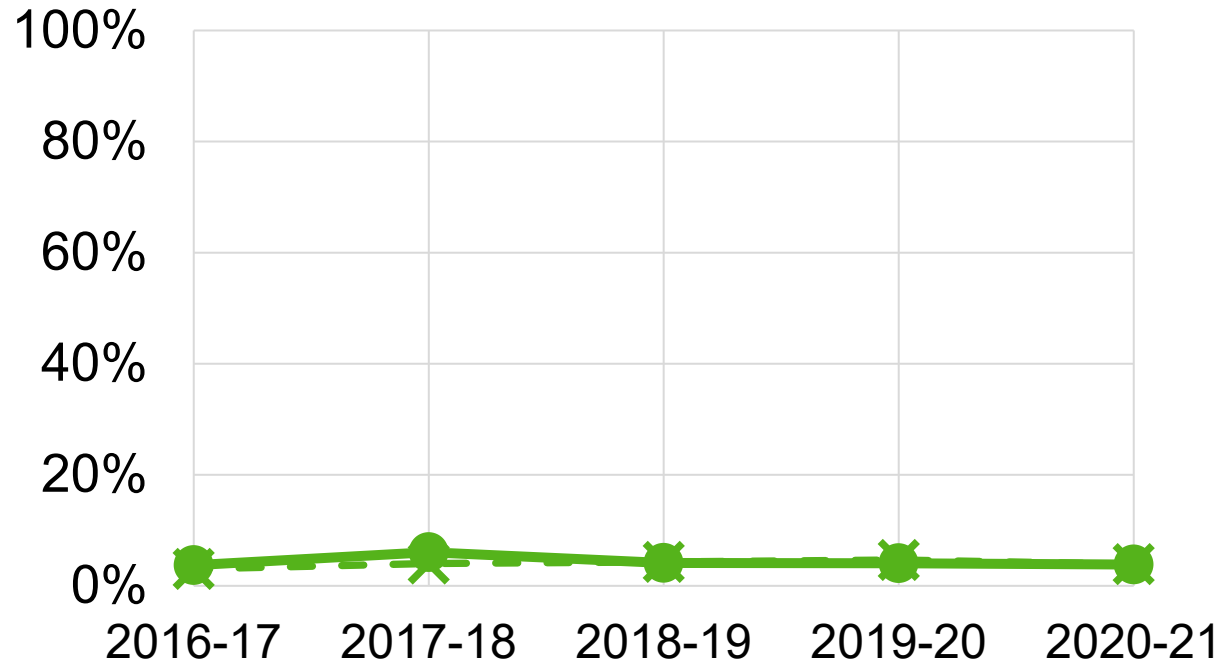
(CCTS 2023, Unpublished raw data)

Engagement Outcomes, Five-Year Overview

ESD and Washington state graphs, (2 of 2)

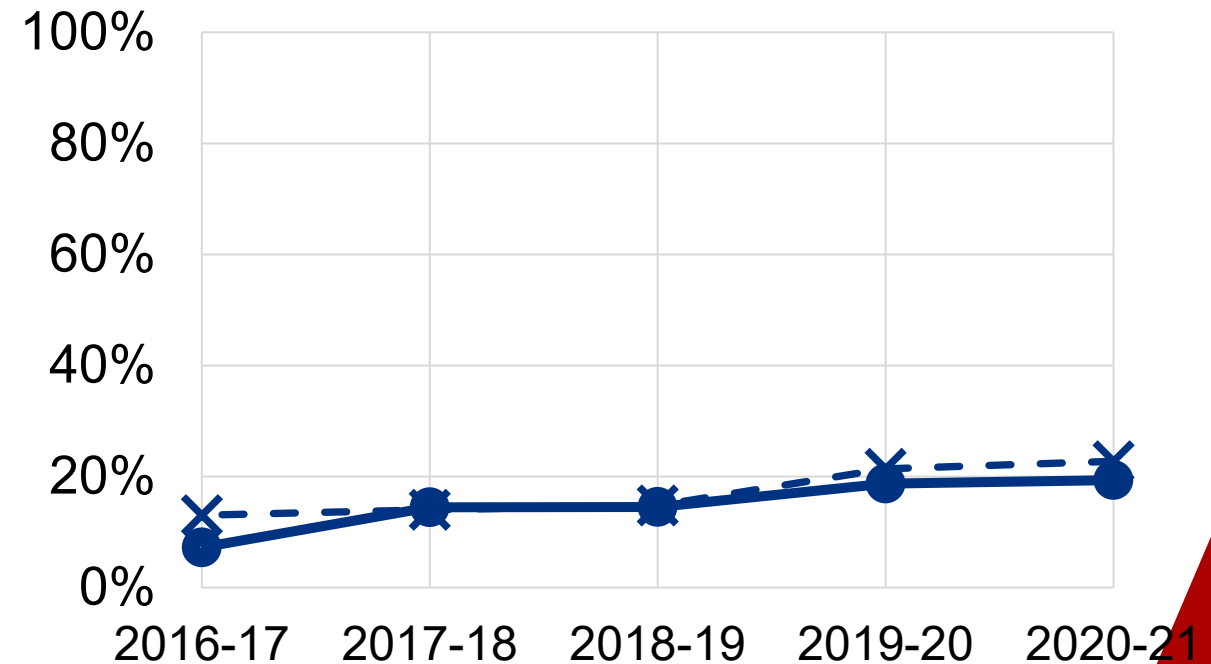
Other Education

● ESD 113 ✕ Washington state



Other Employment

● ESD 113 ✕ Washington state



(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Exit Categories, 2020-21

ESD 113 data table

Exit Category	Respondents	Any Engagement	No Engagement
Graduated	360	69.44%	30.56%
Dropped Out	58	50.00%	50.00%

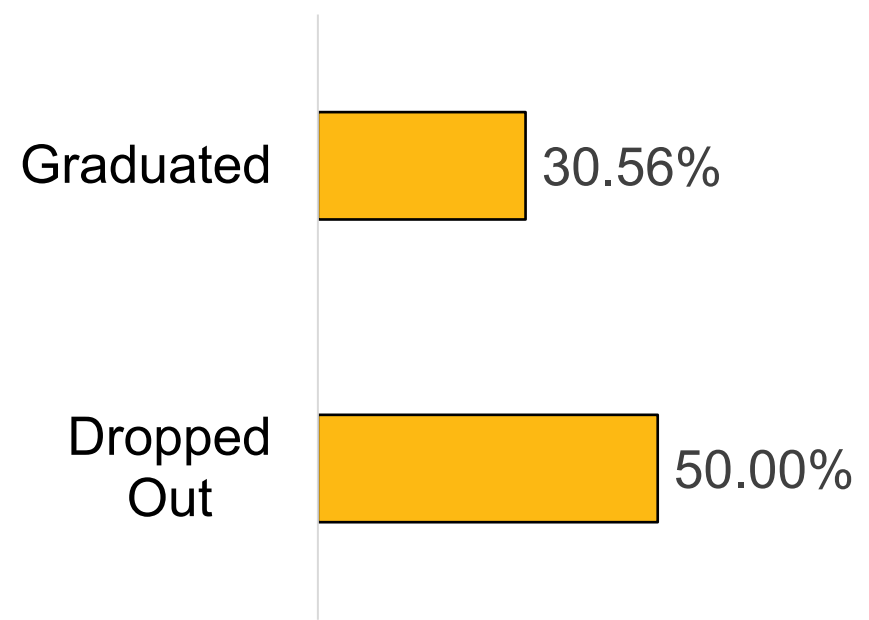
(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Exit Categories, 2020-21 ESD 113 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Exit Categories, 2020-21

ESD 113 data table

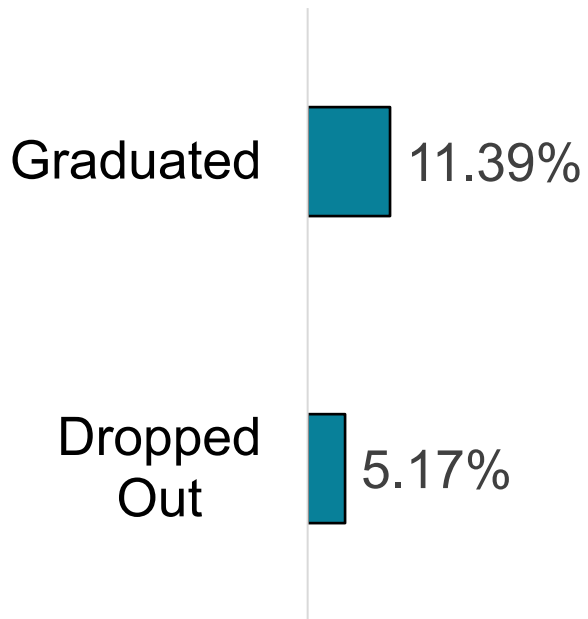
Exit Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
Graduated	360	11.39%	33.89%	3.61%	20.56%
Dropped Out	58	5.17%	27.59%	5.17%	12.07%

(CCTS 2023, Unpublished raw data)

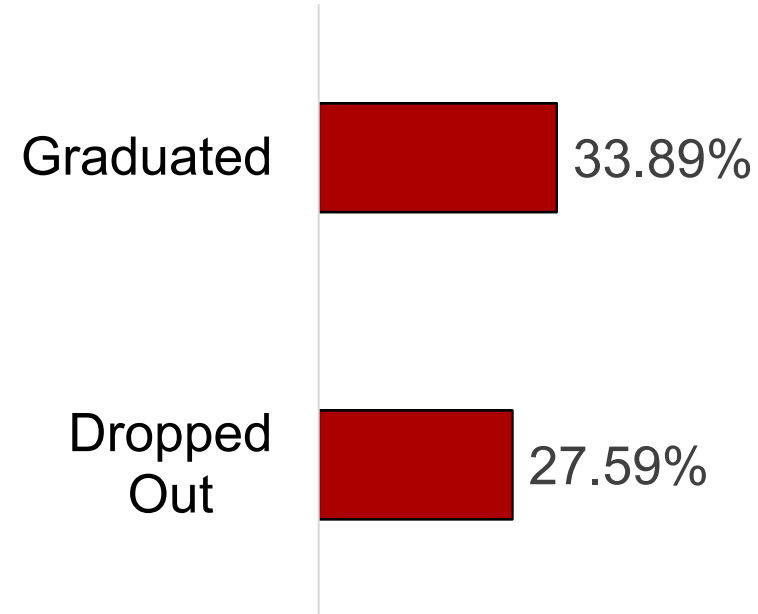
Engagement Outcomes by Exit Categories, 2020-21

ESD 113 graphs (1 of 2)

Higher Education



Competitive Employment

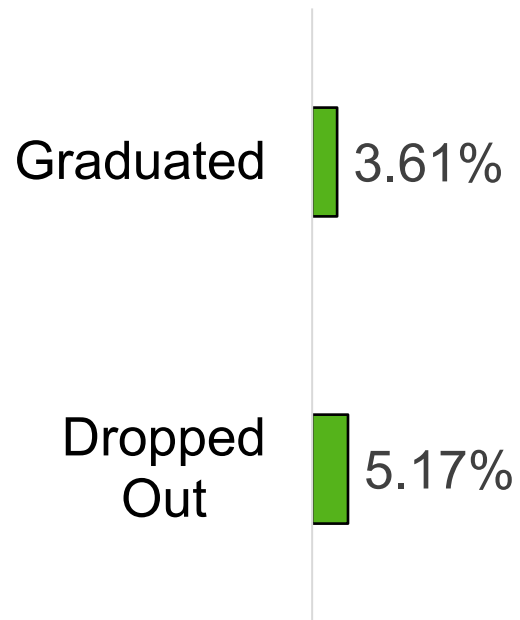


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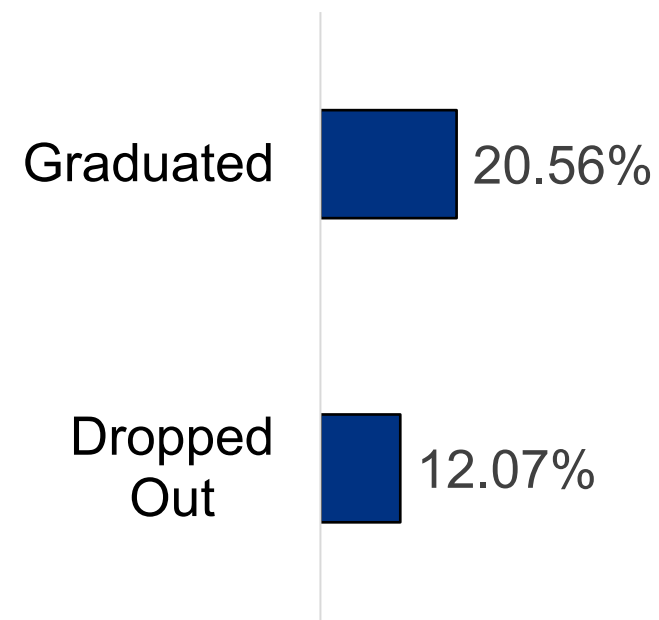
Engagement Outcomes by Exit Categories, 2020-21

ESD 113 graphs (2 of 2)

Other Education



Other Employment



(CCTS 2023, Unpublished raw data)

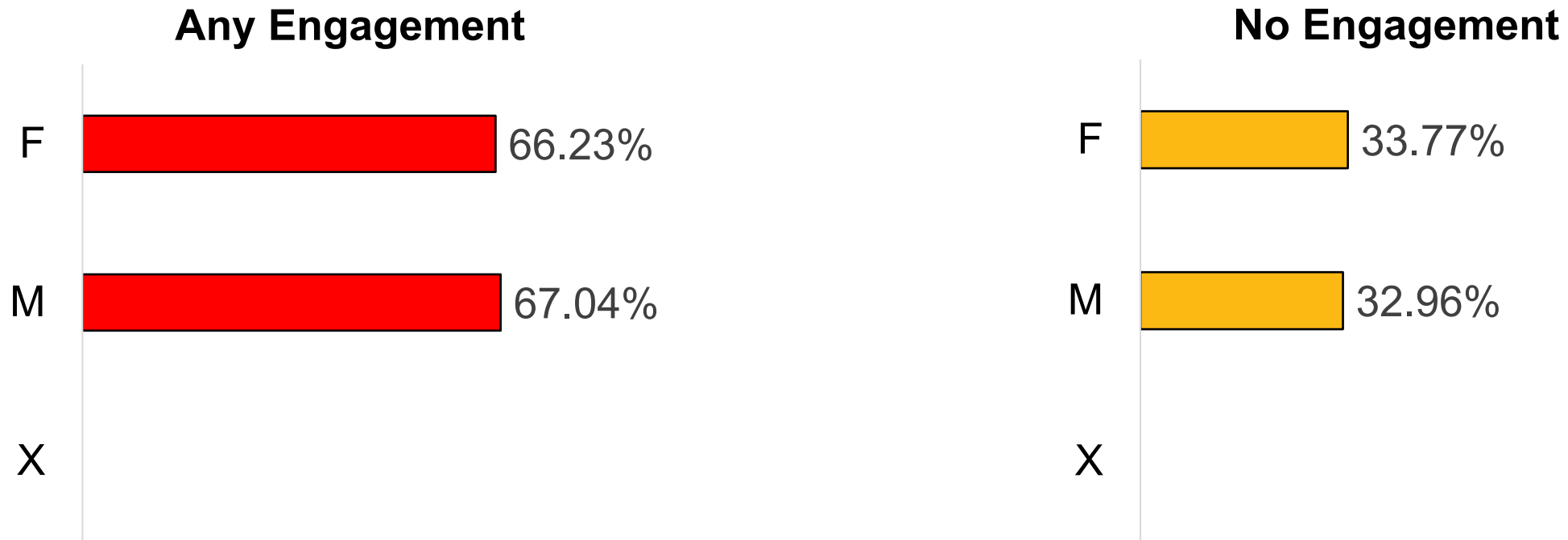
Any vs. No Engagement by Gender Categories, 2020-21 ESD 113 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	151	66.23%	33.77%
M	267	67.04%	32.96%
X	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Gender Categories, 2020-21

ESD 113 graphs



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Gender Categories, 2020-21 ESD 113 data table

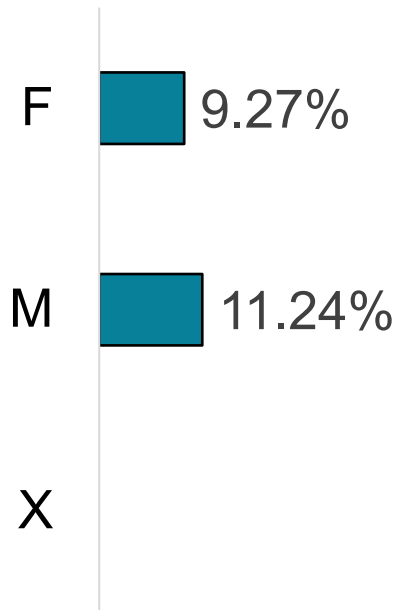
Gender Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
F	151	9.27%	25.17%	5.96%	25.83%
M	267	11.24%	37.45%	2.62%	15.73%
X	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

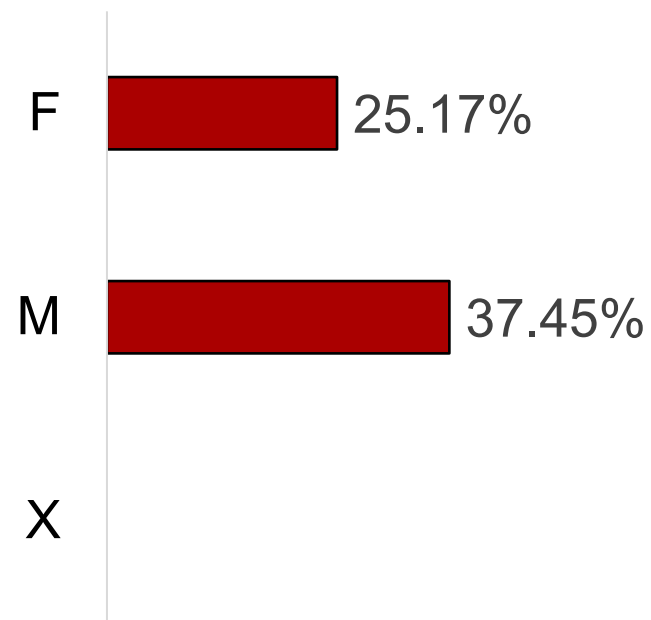
Engagement Outcomes by Gender Categories, 2020-21

ESD 113 graphs (1 of 2)

Higher Education



Competitive Employment

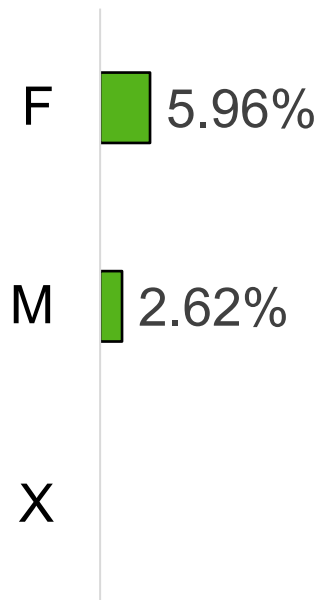


(CCTS 2023, Unpublished raw data)

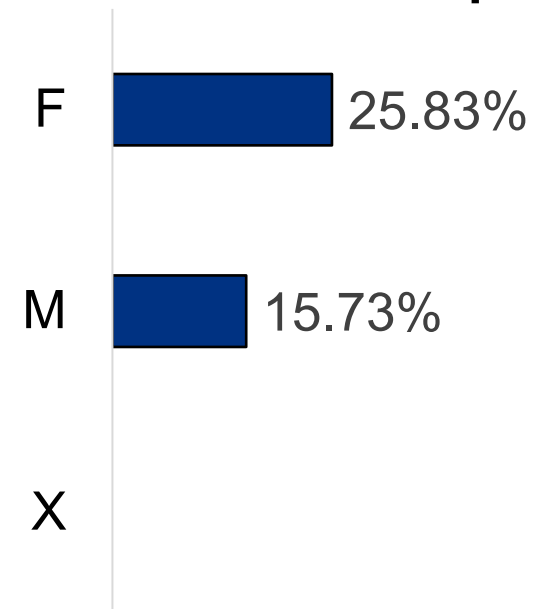
Engagement Outcomes by Gender Categories, 2020-21

ESD 113 graphs (2 of 2)

Other Education



Other Employment



(CCTS 2023, Unpublished raw data)

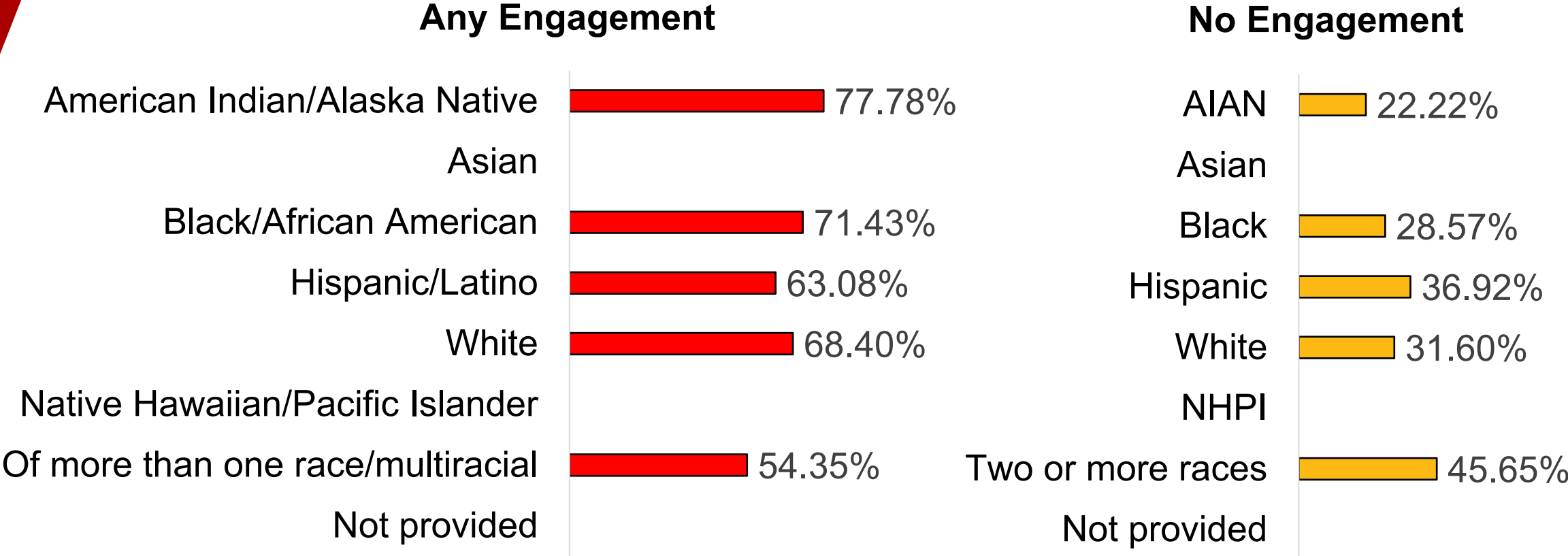
Any vs. No Engagement by Race/Ethnicity Categories, 2020-21 ESD 113 data tables

Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	18	77.78%	22.22%
Asian	<10	N/A	N/A
Black/African American	14	71.43%	28.57%
Hispanic/Latino	65	63.08%	36.92%
White	269	68.40%	31.60%
Native Hawaiian/Pacific Islander (NHPI)	<10	N/A	N/A
Of more than one race/multiracial (Two or more races)	46	54.35%	45.65%
Not provided	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Race/Ethnicity Categories, 2020-21

ESD 113 graphs



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Race/Ethnicity Categories, 2020-21

ESD 113 data table

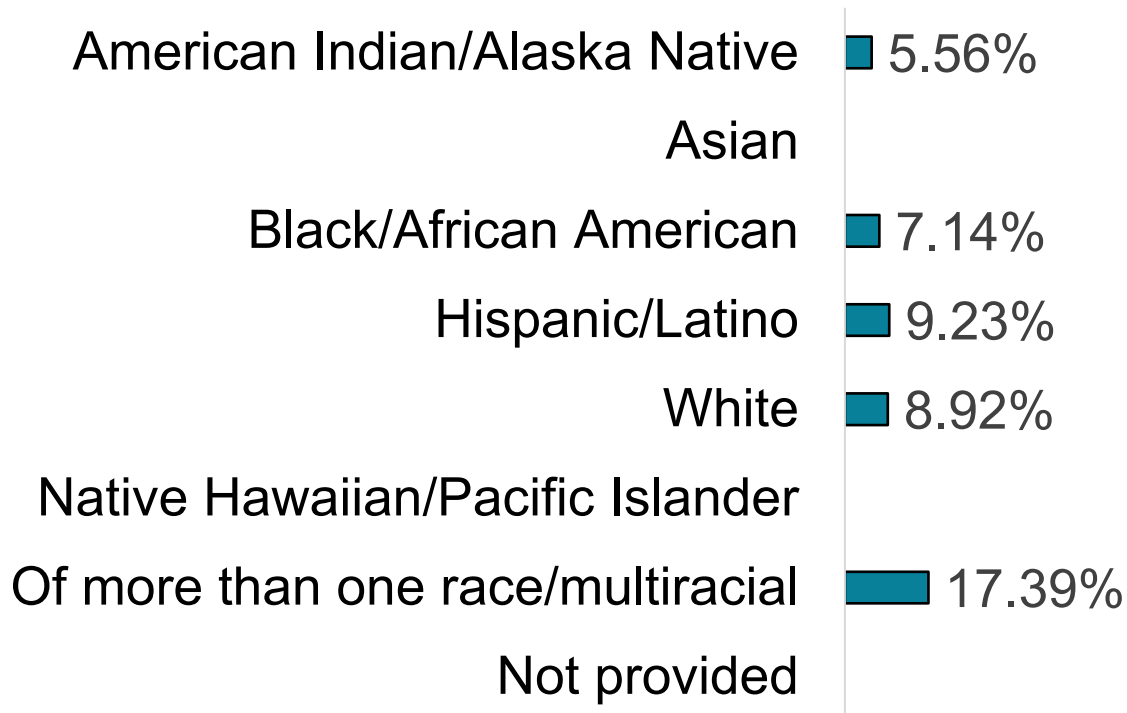
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	18	5.56%	44.44%	0.00%	27.78%
Asian	<10	N/A	N/A	N/A	N/A
Black	14	7.14%	35.71%	0.00%	28.57%
Hispanic	65	9.23%	23.08%	3.08%	27.69%
White	269	8.92%	36.06%	4.09%	19.33%
NHPI	<10	N/A	N/A	N/A	N/A
Two or more races	46	17.39%	26.09%	6.52%	4.35%
Not provided	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

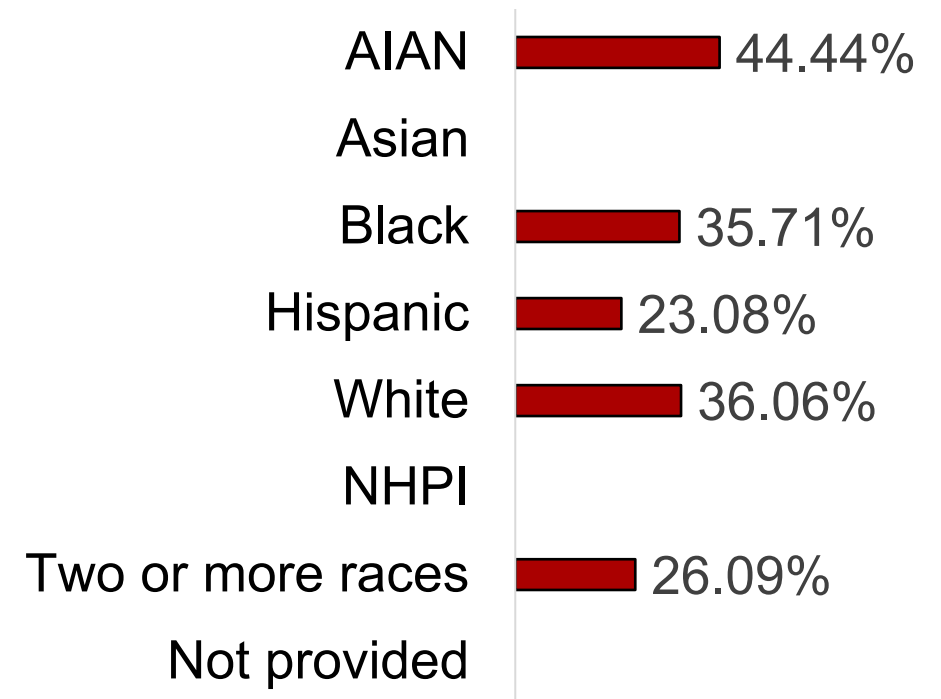
Engagement Outcomes by Race/Ethnicity Categories, 2020-21

ESD 113 graphs (1 of 2)

Higher Education



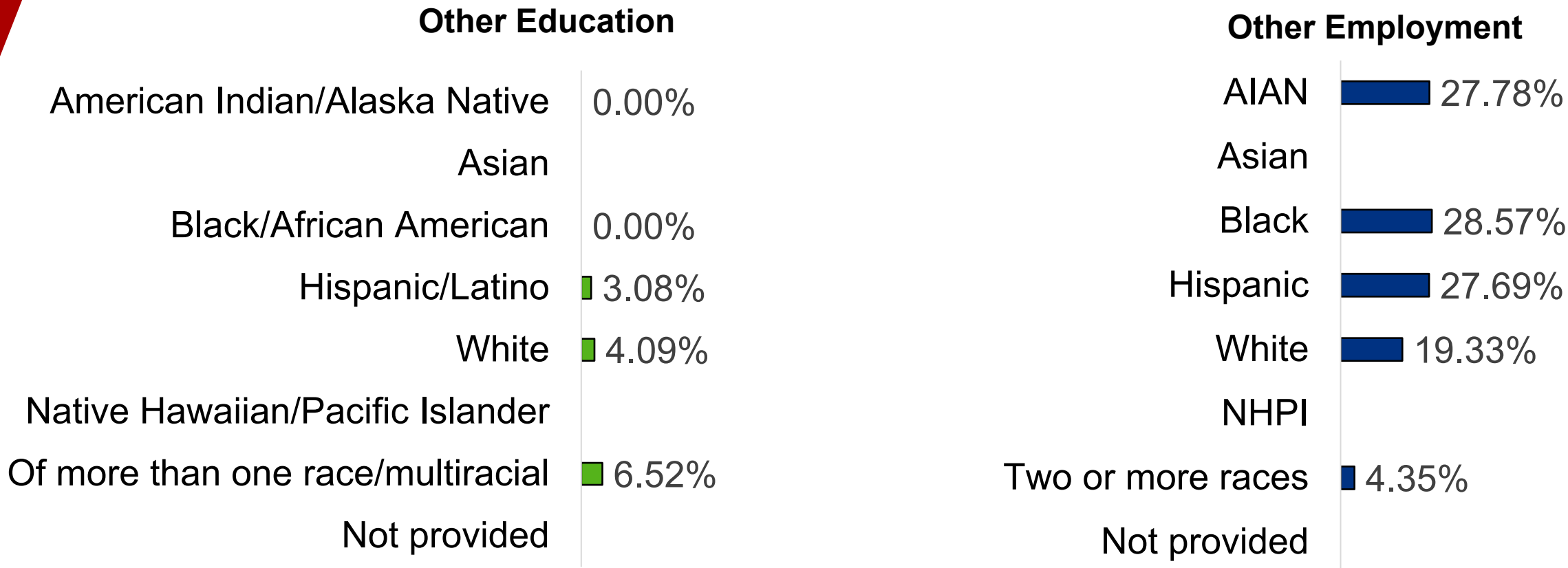
Competitive Employment



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Race/Ethnicity Categories, 2020-21

ESD 113 graphs (2 of 2)



(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Disability Categories, 2020-21 ESD 113 data tables

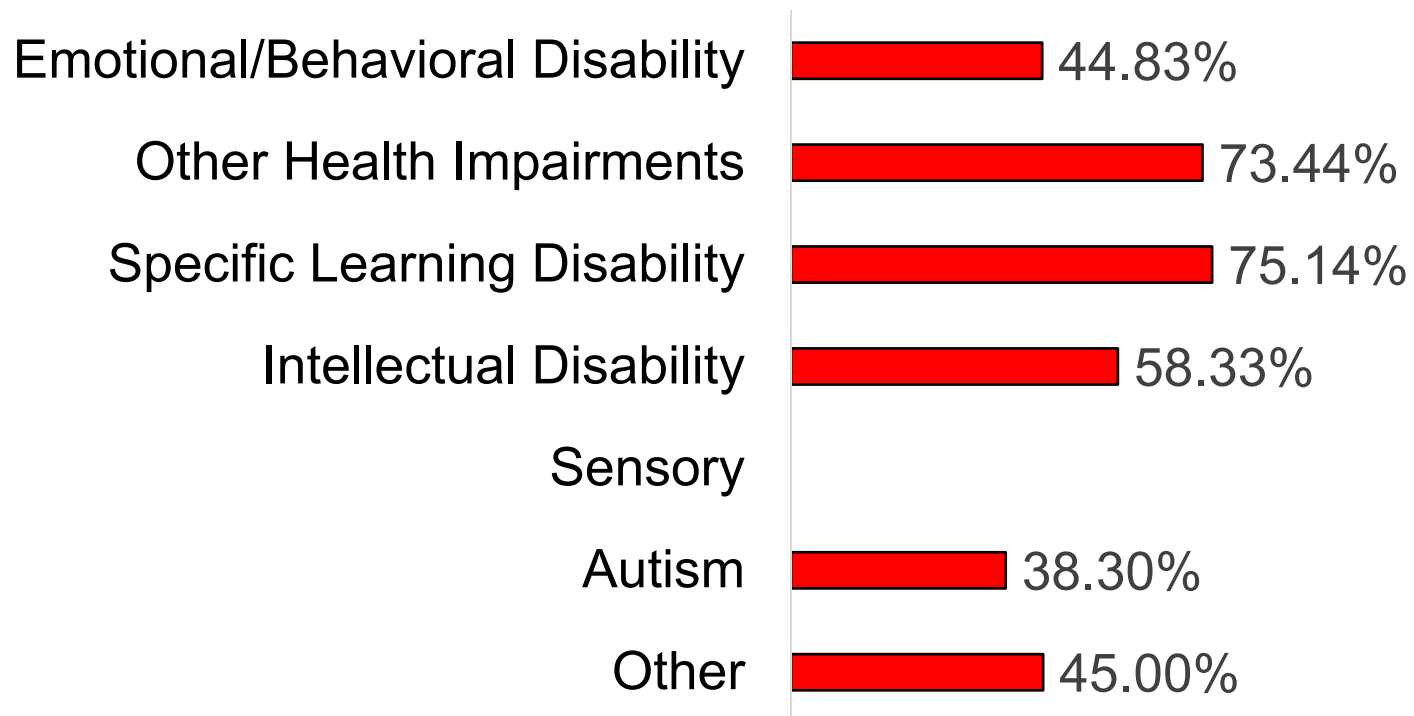
Disability Category	Resp'ts	Any Engagement	No Engagement
Emotional/Behavioral Disability (EBD)	29	44.83%	55.17%
Other Health Impairments (OHI)	128	73.44%	26.56%
Specific Learning Disability (SLD)	177	75.14%	24.86%
Intellectual Disability (ID)	12	58.33%	41.67%
Sensory	<10	N/A	N/A
Autism	47	38.30%	61.70%
Other	20	45.00%	55.00%

(CCTS 2023, Unpublished raw data)

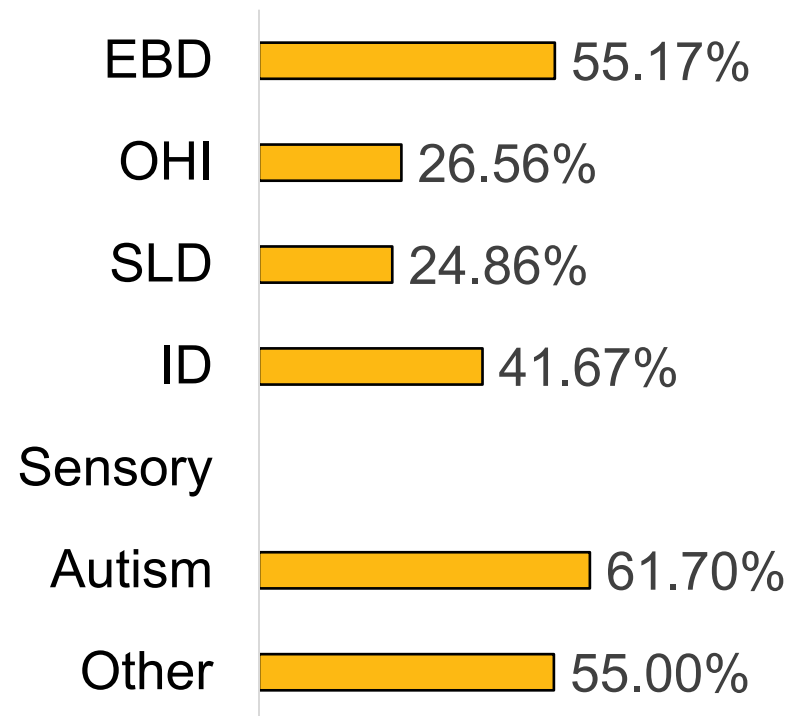
Any vs. No Engagement by Disability Categories, 2020-21

ESD 113 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Disability Categories, 2020-21 ESD 113 data table

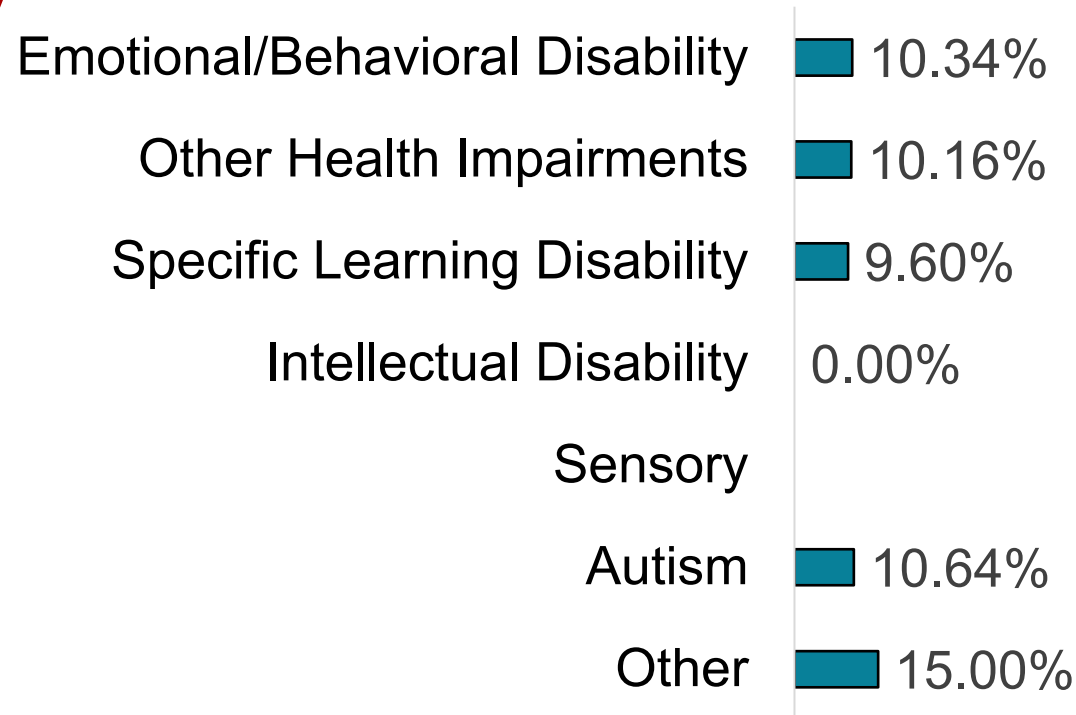
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	29	10.34%	13.79%	0.00%	20.69%
OHI	128	10.16%	39.06%	5.47%	18.75%
SLD	177	9.60%	40.68%	2.82%	22.03%
ID	12	0.00%	8.33%	0.00%	50.00%
Sensory	<10	N/A	N/A	N/A	N/A
Autism	47	10.64%	14.89%	6.38%	6.38%
Other	20	15.00%	10.00%	5.00%	15.00%

(CCTS 2023, Unpublished raw data)

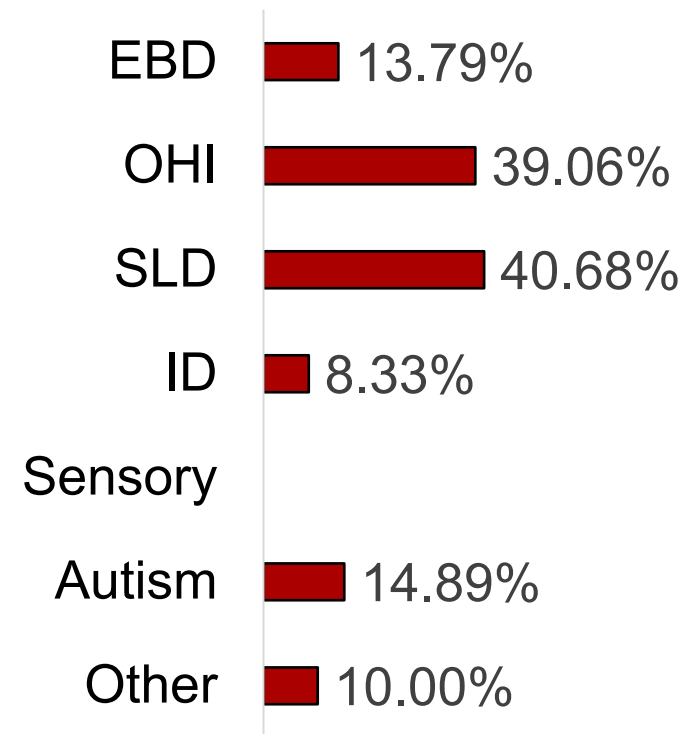
Engagement Outcomes by Disability Categories, 2020-21

ESD 113 graphs (1 of 2)

Higher Education



Competitive Employment

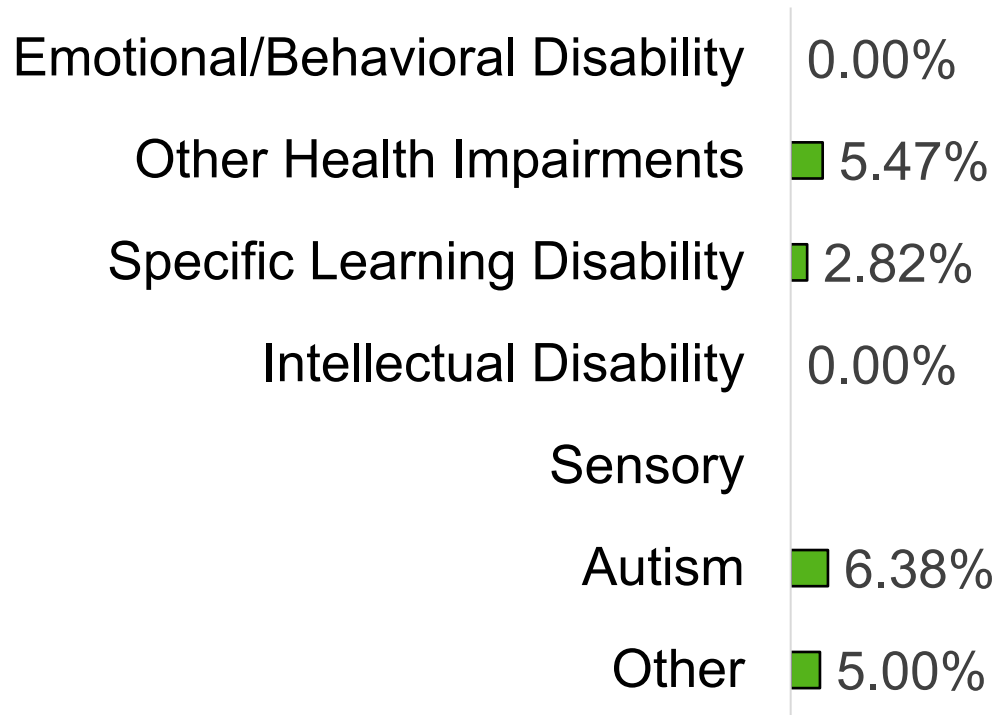


(CCTS 2023, Unpublished raw data)

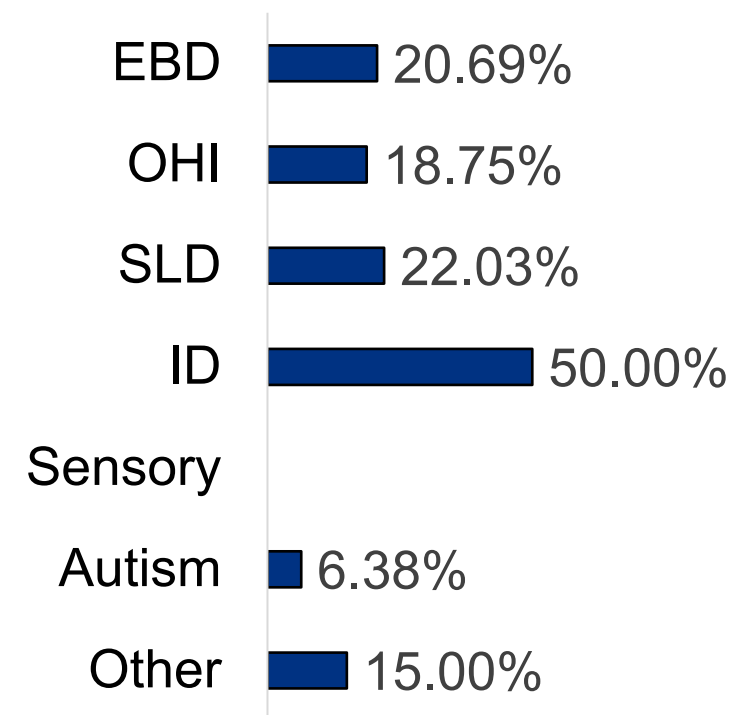
Engagement Outcomes by Disability Categories, 2020-21

ESD 113 graphs (2 of 2)

Other Education



Other Employment



(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 113 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	22	68.18%	31.82%
Not Limited English Proficiency (NLEP)	396	66.67%	33.33%
Unknown	0	N/A	N/A

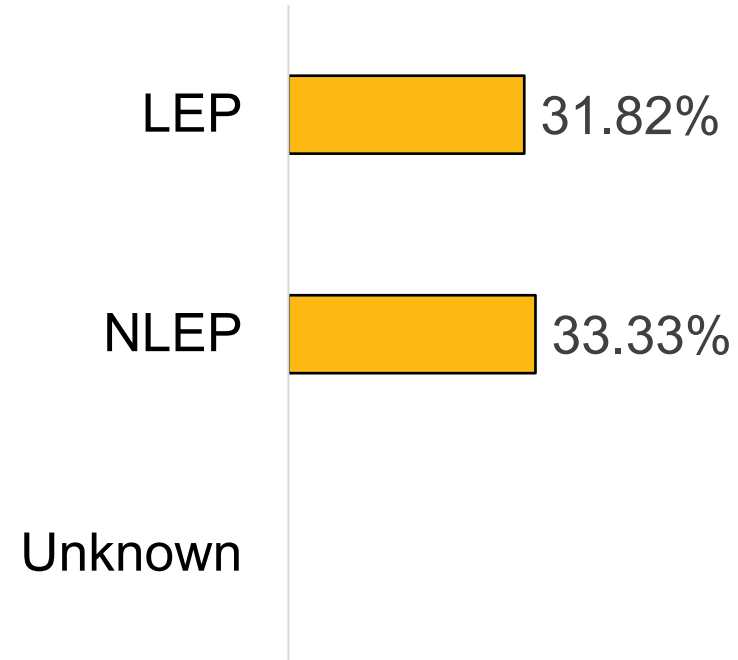
(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 113 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 113 data table

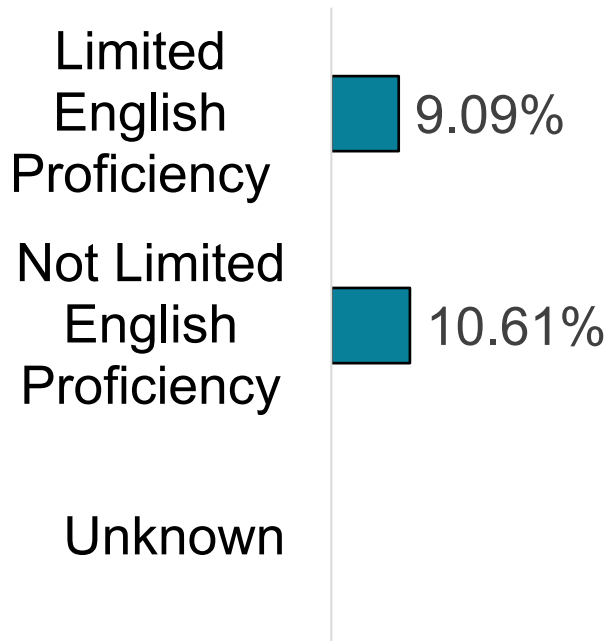
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	22	9.09%	27.27%	9.09%	22.73%
NLEP	396	10.61%	33.33%	3.54%	19.19%
Unknown	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

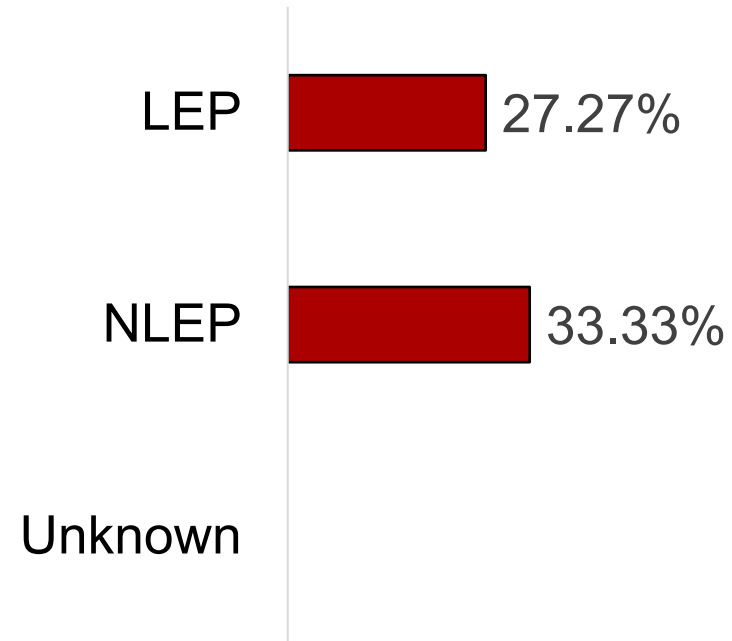
Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 113 graphs (1 of 2)

Higher Education



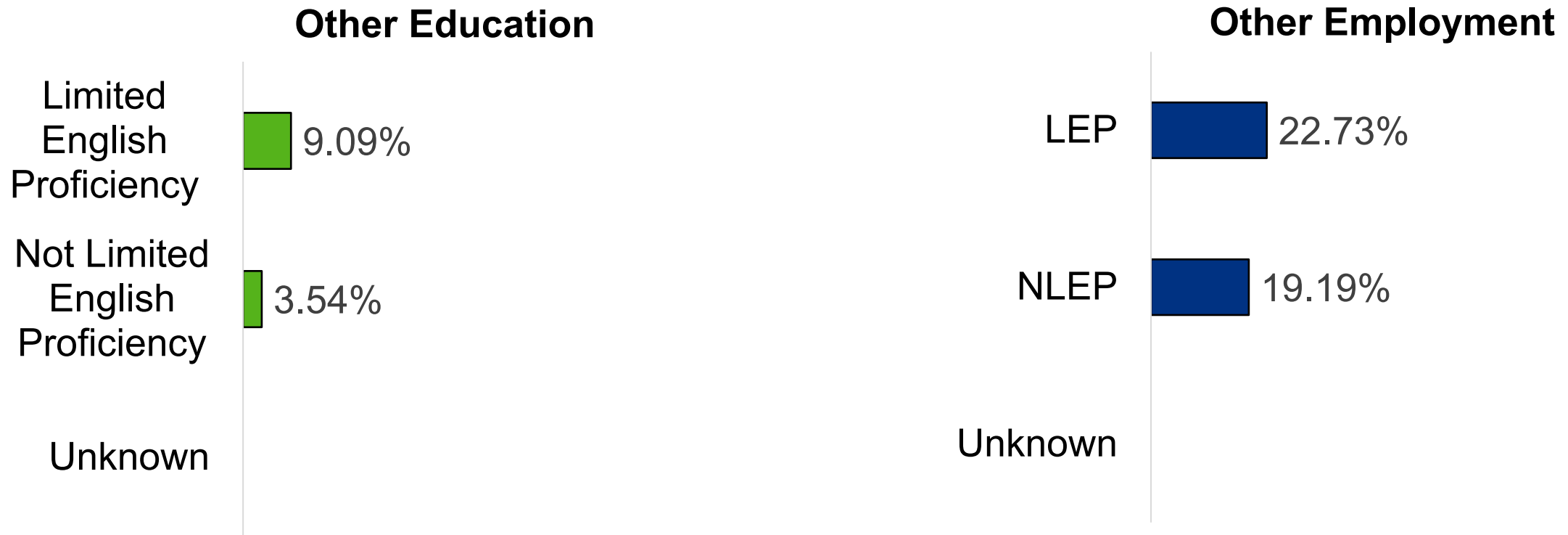
Competitive Employment



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 113 graphs (2 of 2)



(CCTS 2023, Unpublished raw data)

Sharing Post-School Outcome Data

Data Security and Confidentiality

- District-level data belongs to the school district and cannot be shared without express permissions from the district.
- To protect the identity of populations with respondent sizes less than 10, outcome percentages are changed to N/A.

Suggested Citation

Center for Change in Transition Services, Seattle University (January 2023). *Post-School Outcome Data Summary, ESD 113, 2020-21 leaver year* [PDF]. Retrieved from <https://www.seattleu.edu/ccts/post-school-outcomes/reports/>.

Questions about the Data

[Email CCTS](#) if you have questions about sharing and interpreting post-school outcome data:

- within an ESD to improve practices
- with community members and other stakeholders

References

- Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). *NSTTAC Evaluation Toolkit* [PDF]. Kalamazoo: Western Michigan University. Retrieved from <http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fceccff2&forceDialog=0>
- National Technical Assistance Center on Transition. (2018, October). *Post-School Outcomes: What's New, How to Find, Improve, and Use Them* [PDF]. Presented at DCDT, Cedar Rapids, Iowa.
- OSPI. (2020, September). *Comprehensive Education Data and Research System (CEDARS) Data Manual 2020–2021 School Year* [PDF]. Olympia, Washington. Retrieved from <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2020-21%20CEDARS%20Manual%20v13.3.1.pdf>

Contact and Connect with CCTS



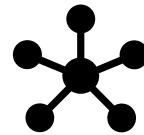
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OSPI's Priorities for Improving Outcomes for Students with Disabilities



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