



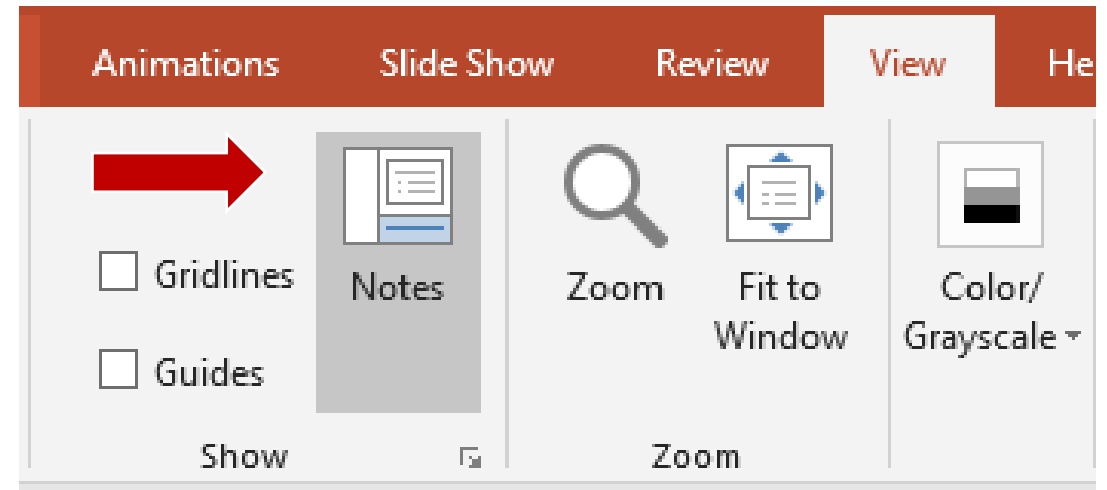
# Post-School Outcome Data Summary

ESD 114, 2020-21 leaver year

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

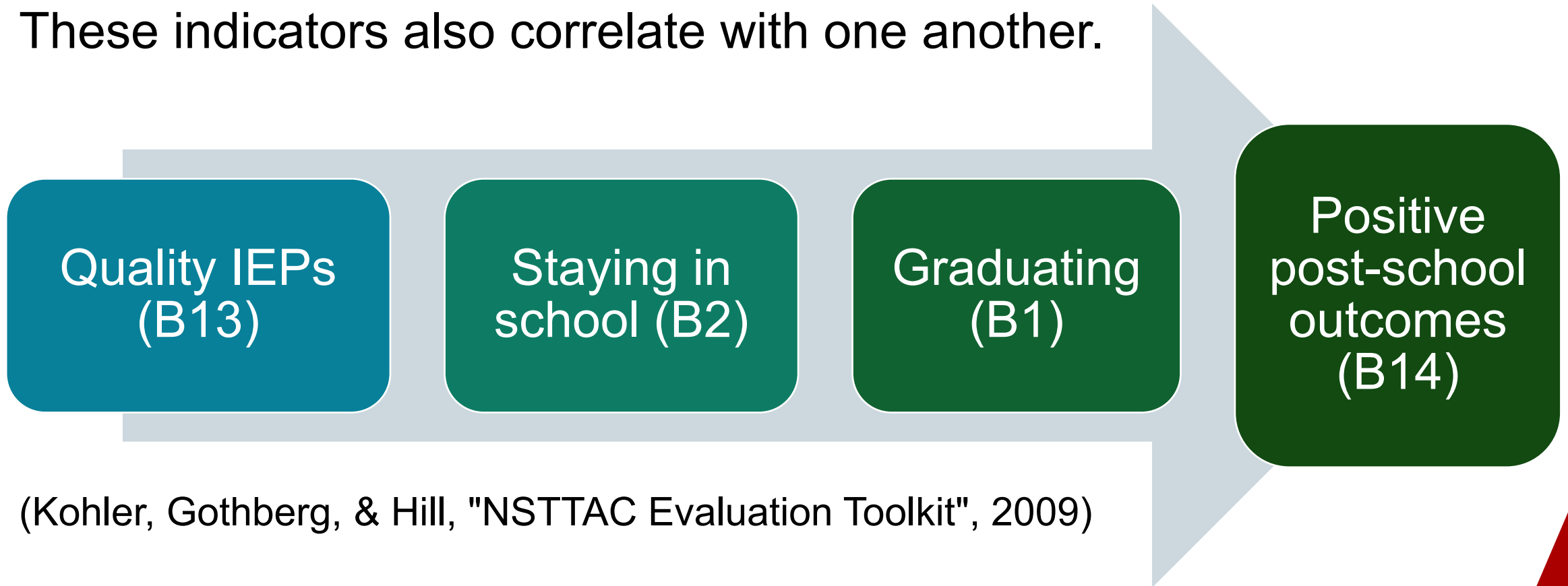
## Requirement

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 114?

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



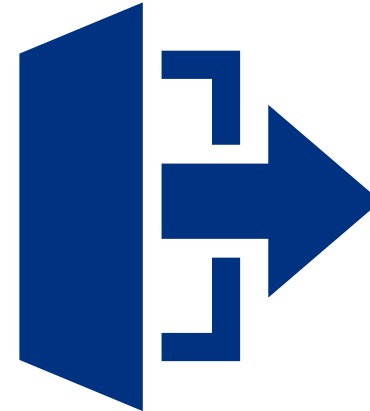
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



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

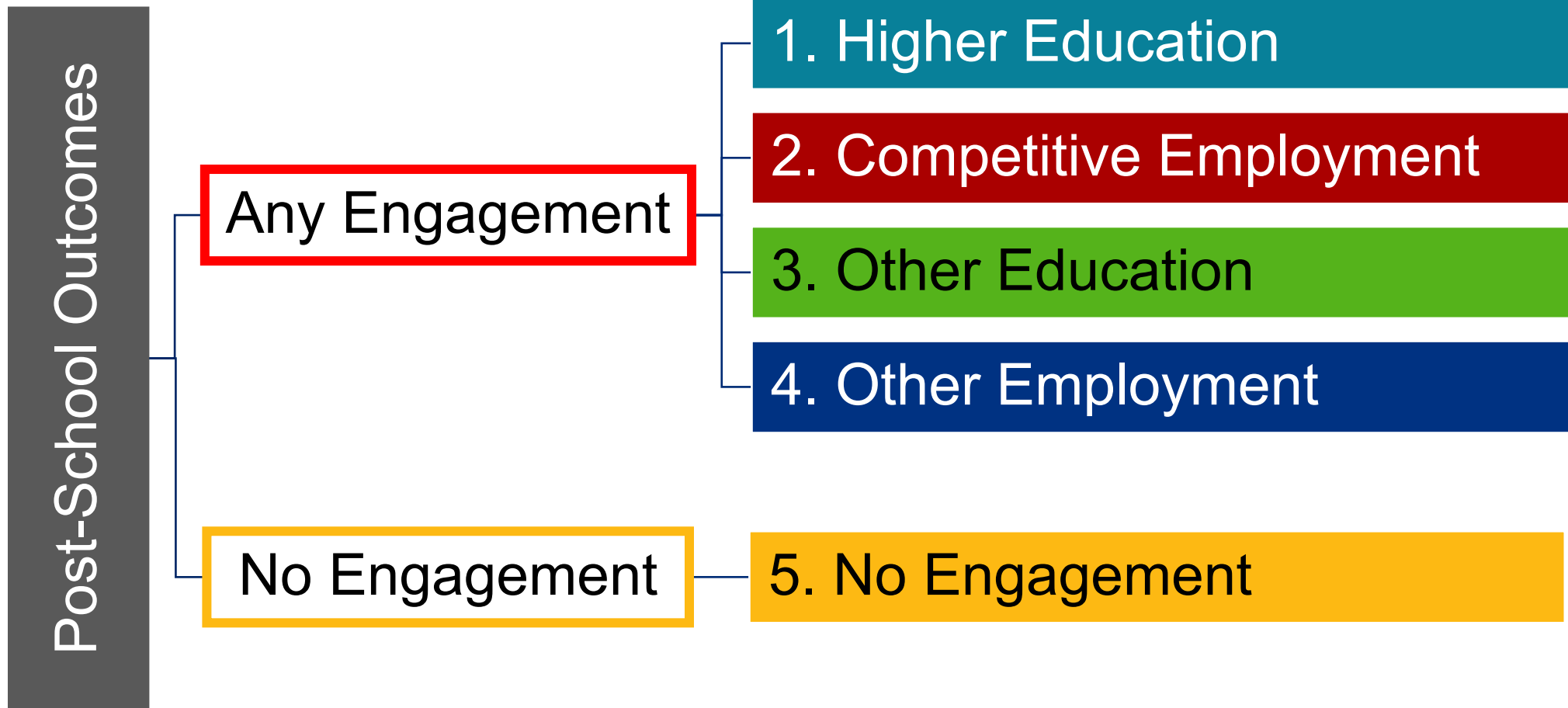
- **Responders/respondents (Resp'ts)**

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

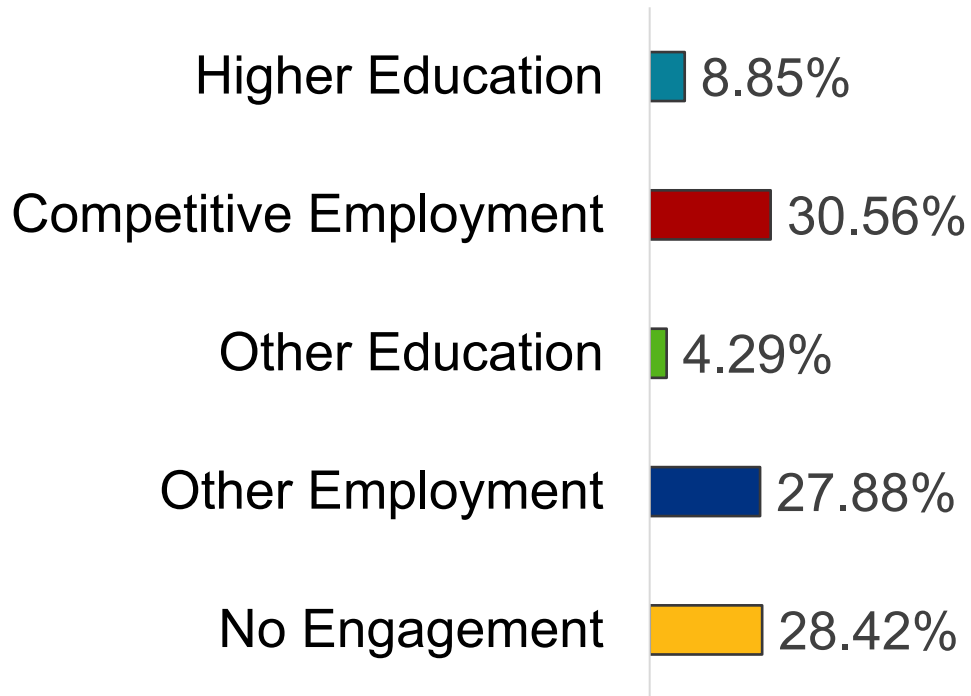
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 114	508	373	73.43%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 114	373	8.85%	30.56%	4.29%	27.88%	28.42%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

# Post-School Outcomes, 2020-21

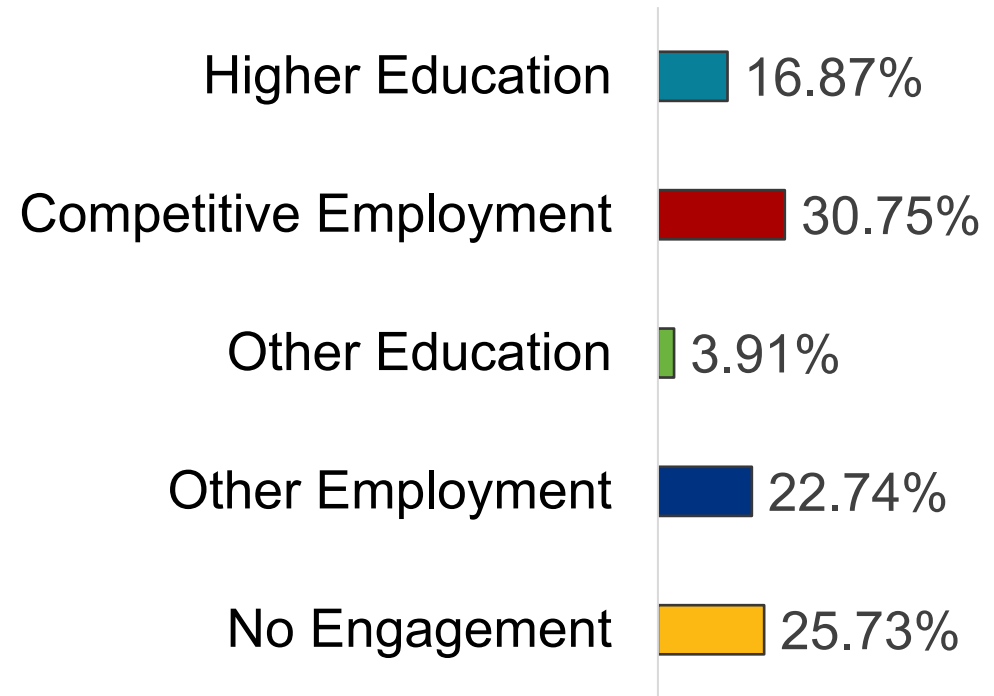
## ESD and Washington state graphs

### ESD 114



(CCTS 2023, Unpublished raw data)

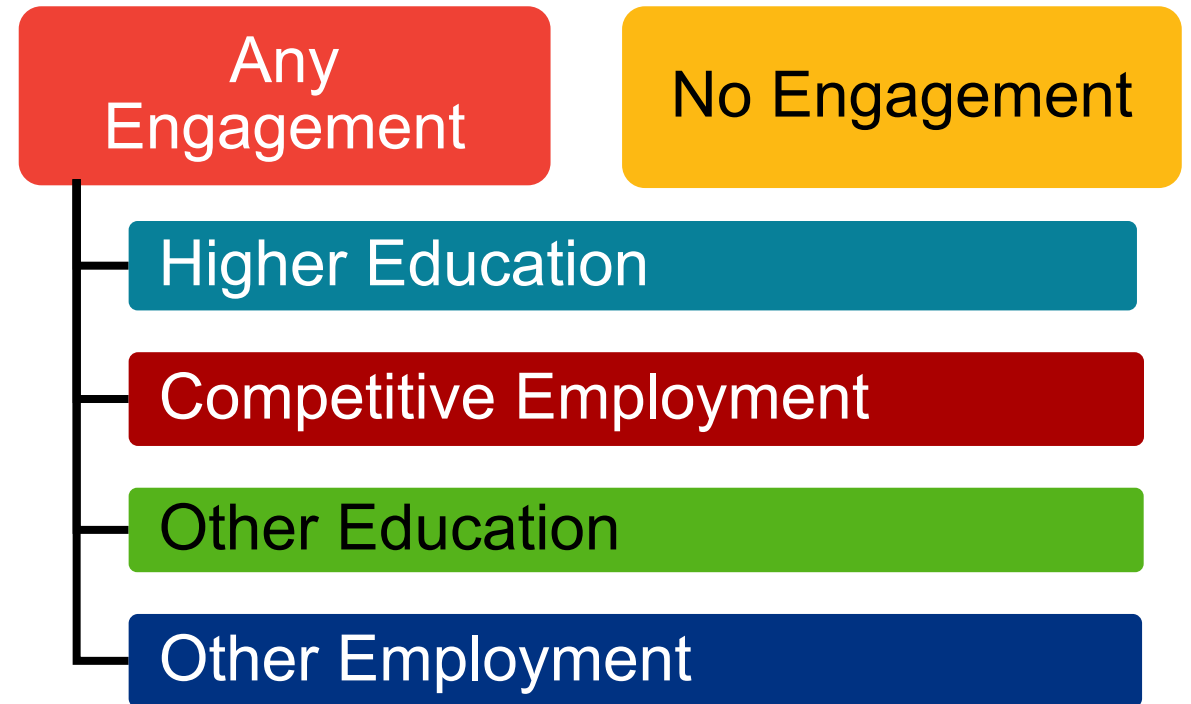
### Washington state



(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

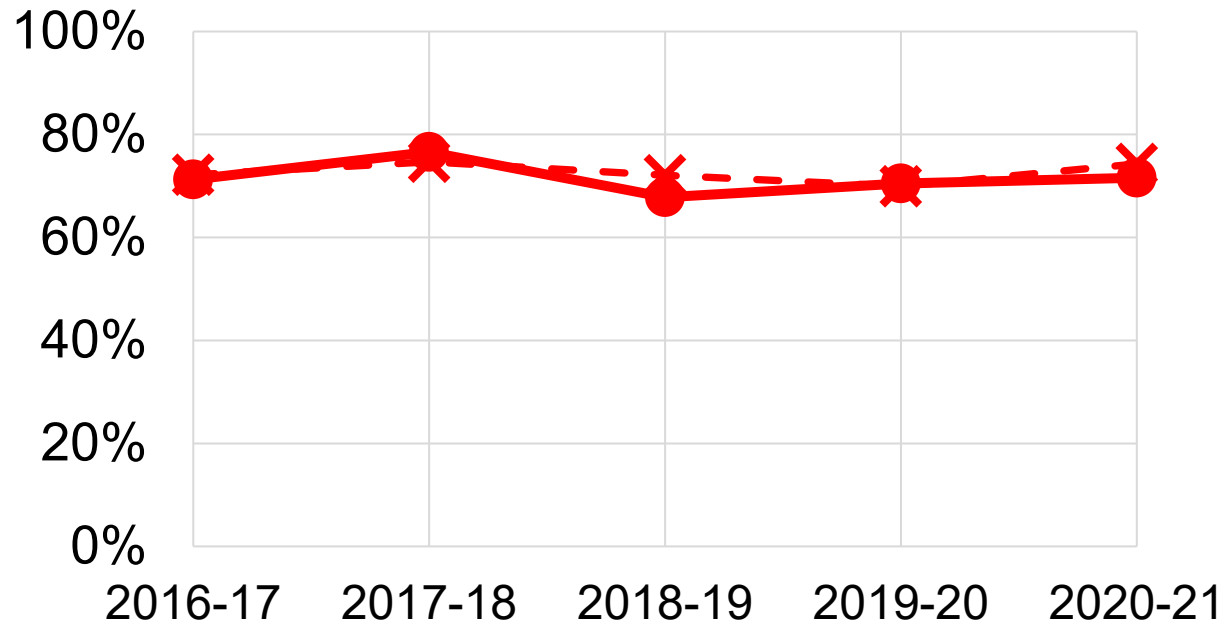
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 114	2020-21	373	71.58%	28.42%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 114	2019-20	437	70.48%	29.52%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 114	2018-19	385	67.79%	32.21%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 114	2017-18	406	76.60%	23.40%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 114	2016-17	414	71.26%	28.74%
Washington state	2016-17	6,475	72.17%	27.83%

# Any vs. No Engagement, Five-Year Overview

## ESD and Washington state graphs

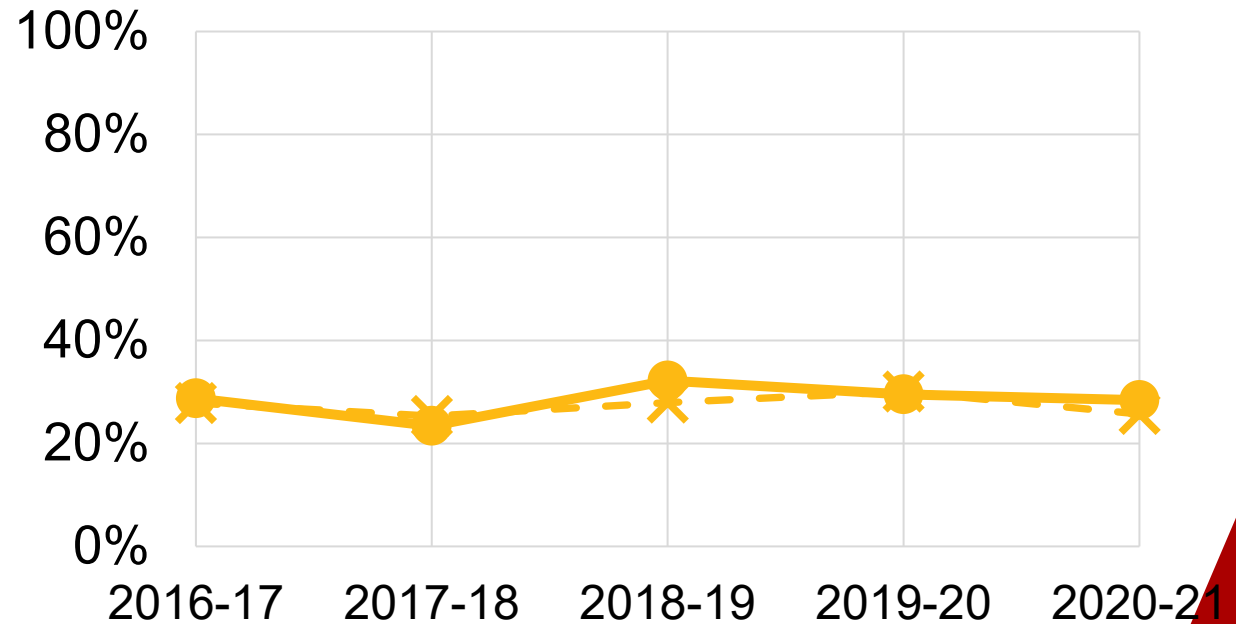
### Any Engagement

● ESD 114    ✕ Washington state



### No Engagement

● ESD 114    ✕ Washington state



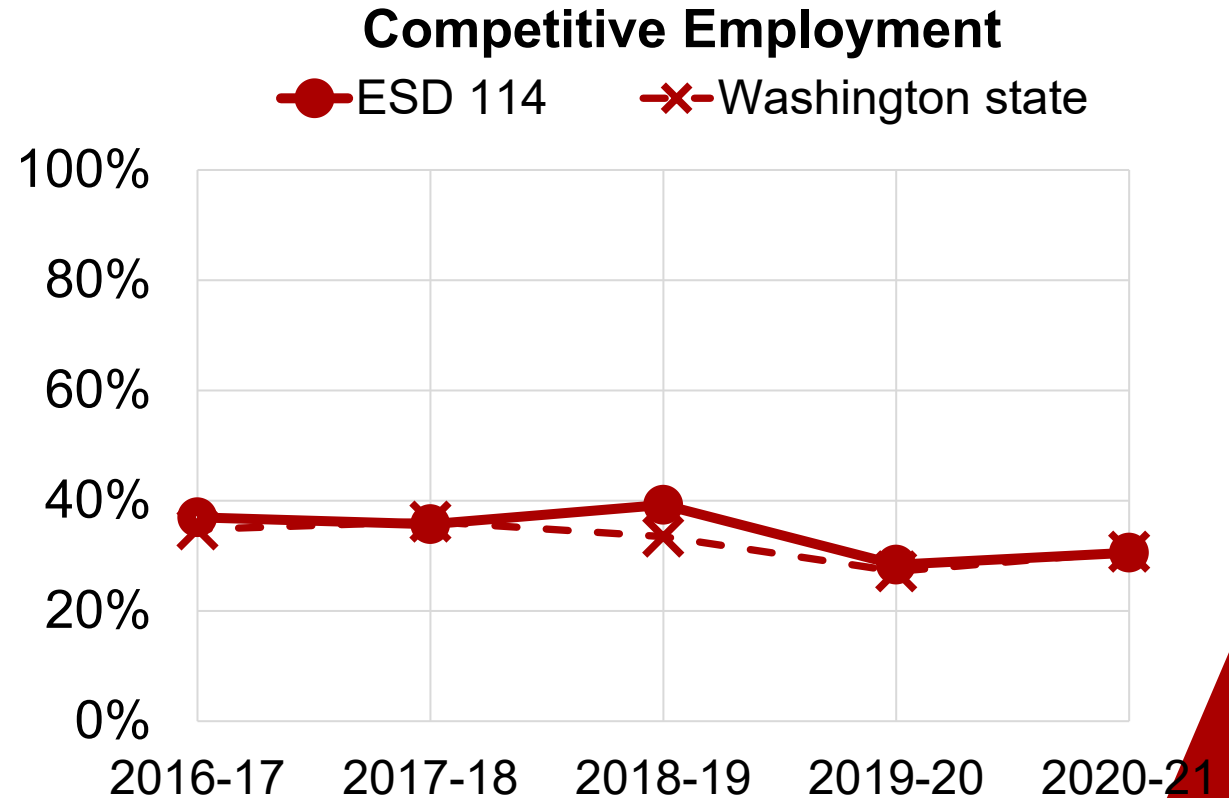
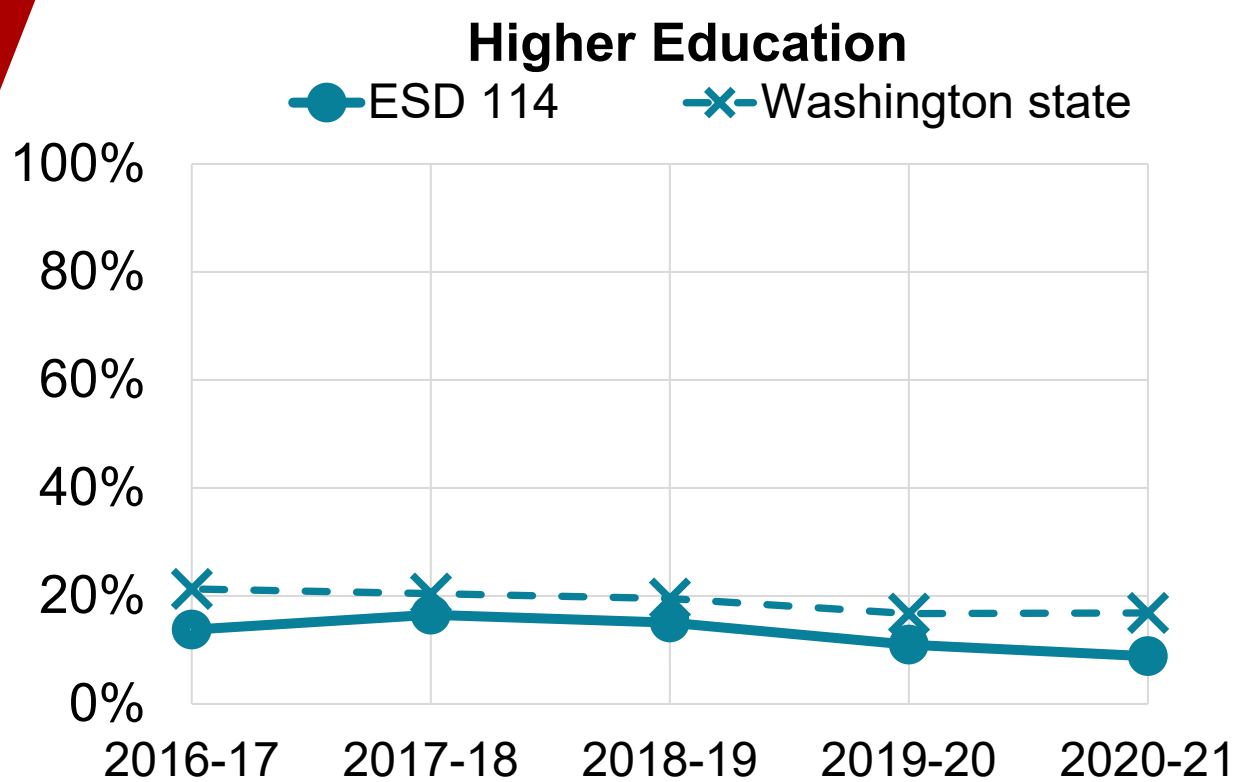
(CCTS 2023, Unpublished raw data)

# 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 114	2020-21	373	8.85%	30.56%	4.29%	27.88%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 114	2019-20	437	10.98%	28.38%	2.52%	28.60%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 114	2018-19	385	15.06%	39.22%	3.64%	9.87%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 114	2017-18	406	16.50%	35.71%	3.69%	20.69%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 114	2016-17	414	13.77%	36.96%	4.11%	16.43%
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)



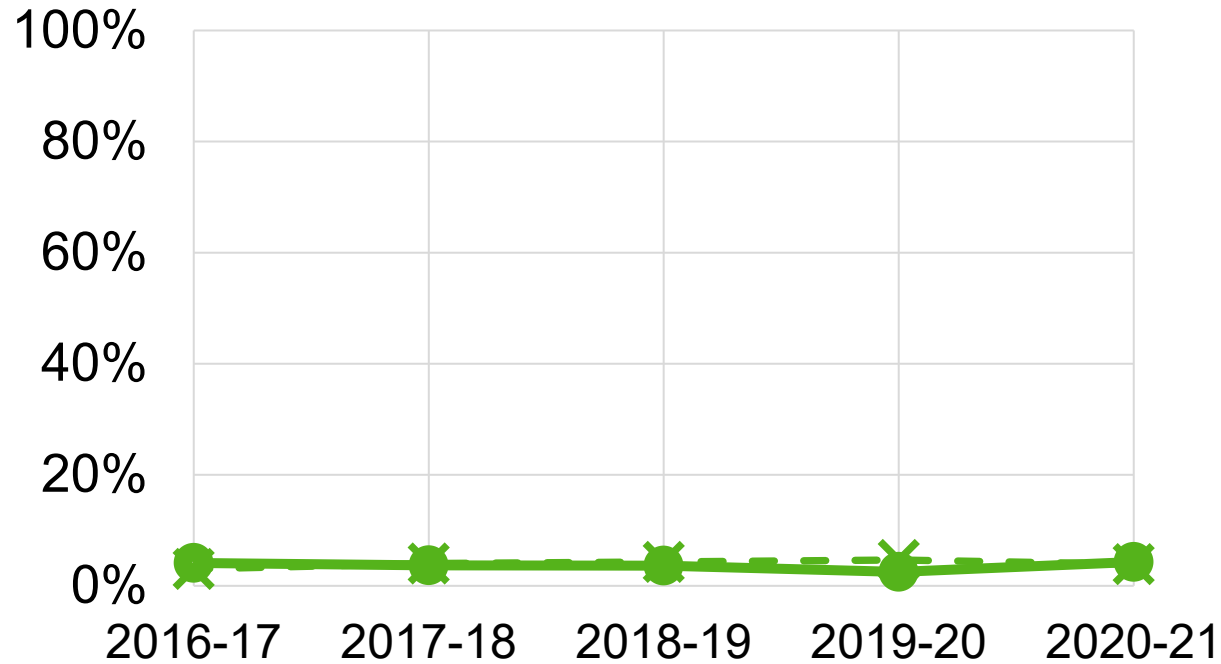
(CCTS 2023, Unpublished raw data)

# Engagement Outcomes, Five-Year Overview

## ESD and Washington state graphs, (2 of 2)

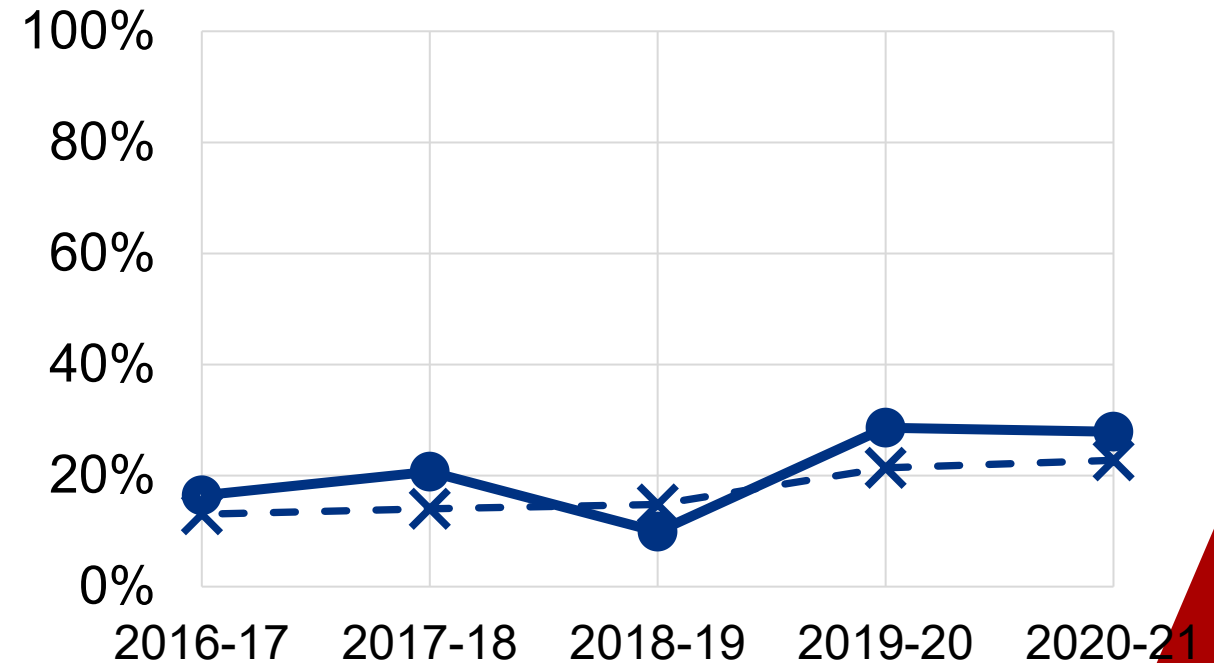
### Other Education

● ESD 114    ✕ Washington state



### Other Employment

● ESD 114    ✕ Washington state



(CCTS 2023, Unpublished raw data)

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

## ESD 114 data table

<b>Exit Category</b>	<b>Respondents</b>	<b>Any Engagement</b>	<b>No Engagement</b>
Graduated	313	72.84%	27.16%
Dropped Out	60	65.00%	35.00%

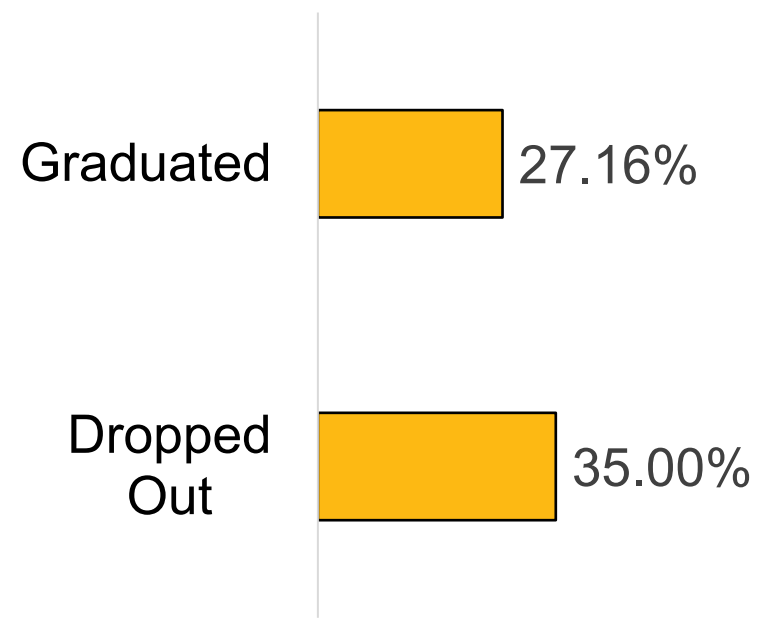
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Exit Categories, 2020-21 ESD 114 graphs

## Any Engagement



## No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Exit Categories, 2020-21

## ESD 114 data table

<b>Exit Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
Graduated	313	10.54%	31.63%	4.47%	26.20%
Dropped Out	60	0.00%	25.00%	3.33%	36.67%

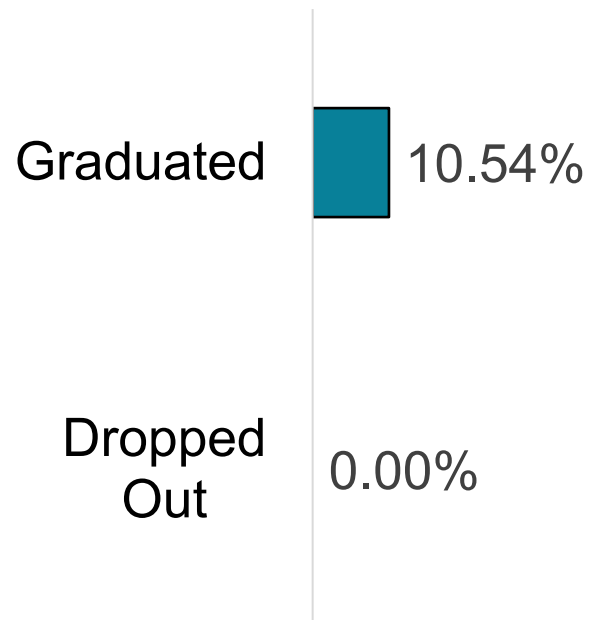
(CCTS 2023, Unpublished raw data)



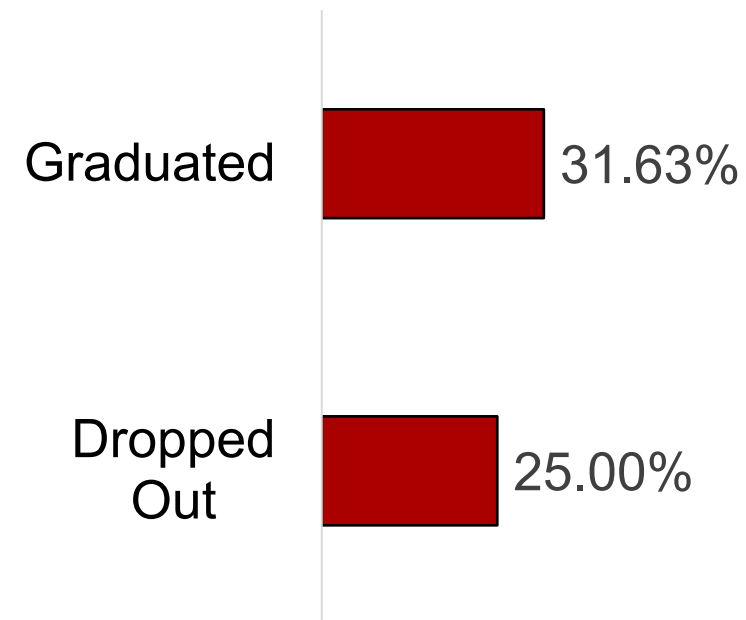
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 114 graphs (1 of 2)

### Higher Education



### Competitive Employment

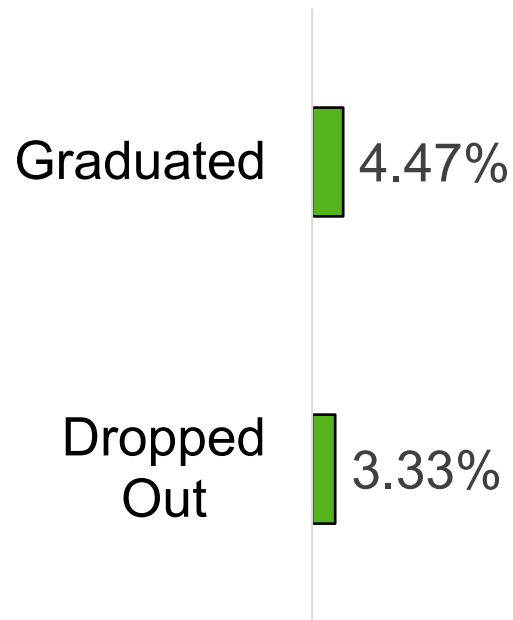


(CCTS 2023, Unpublished raw data)

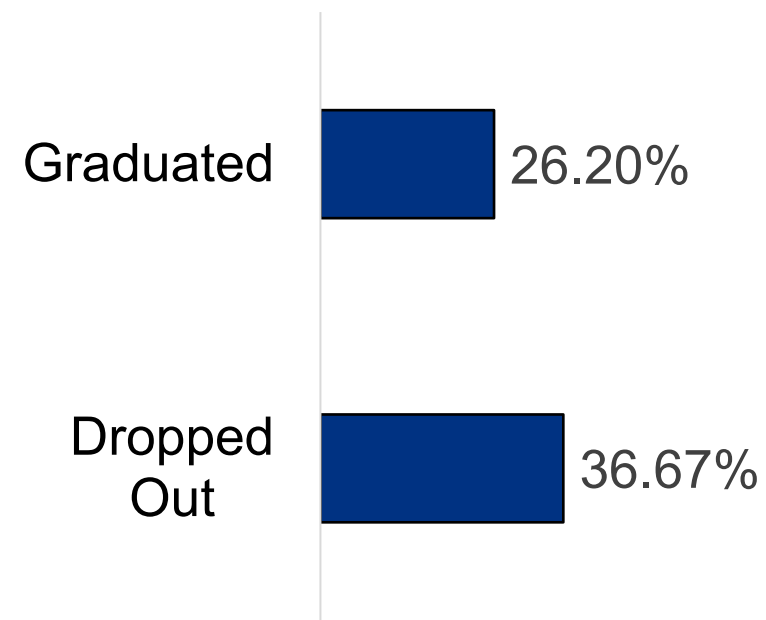
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 114 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

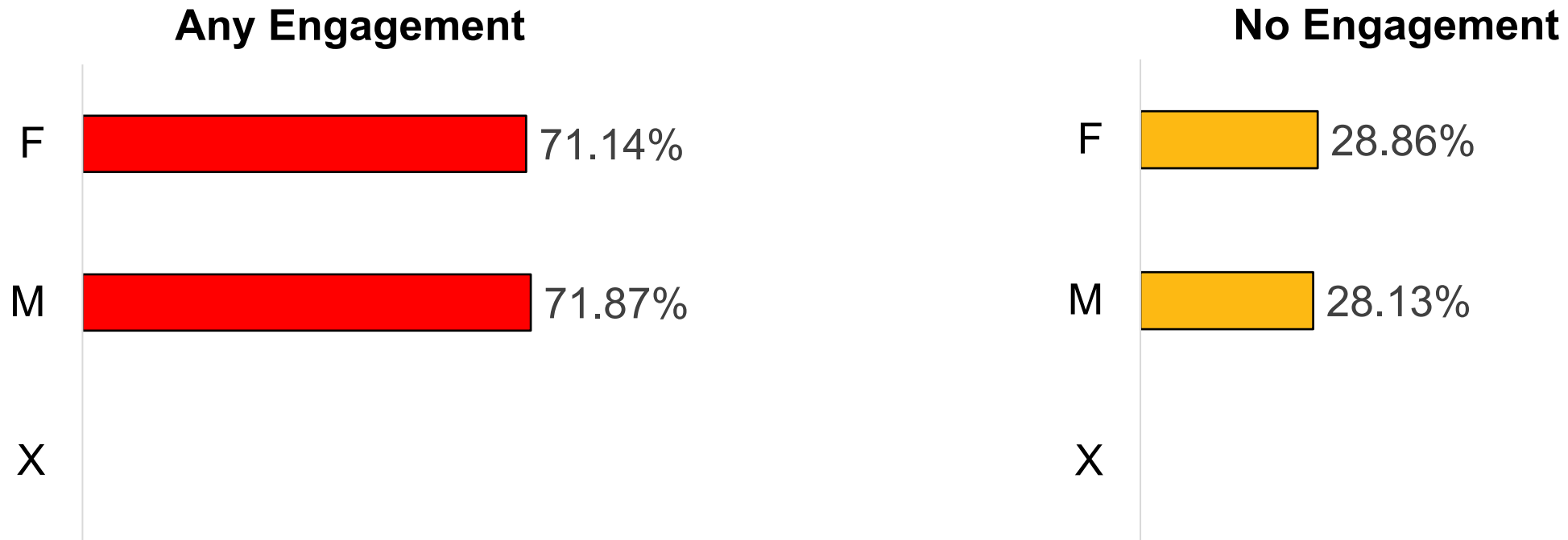
# Any vs. No Engagement by Gender Categories, 2020-21 ESD 114 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	149	71.14%	28.86%
M	224	71.87%	28.13%
X	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

## ESD 114 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Gender Categories, 2020-21

## ESD 114 data table

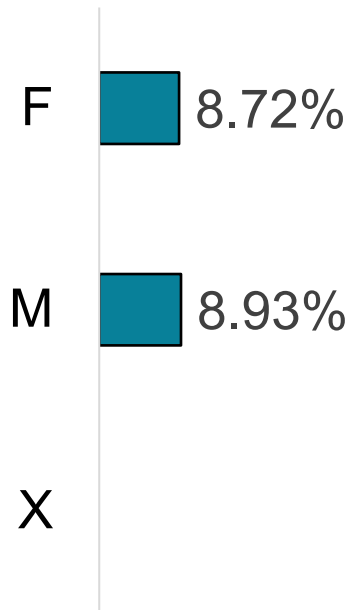
<b>Gender Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
F	149	8.72%	26.17%	4.03%	32.21%
M	224	8.93%	33.48%	4.46%	25.00%
X	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

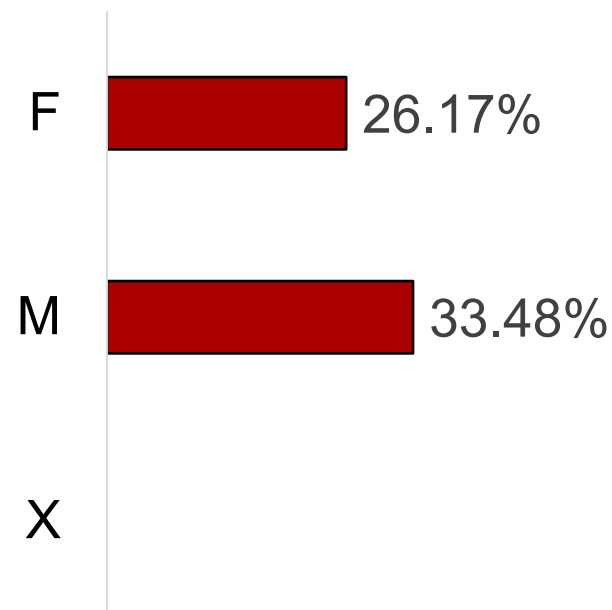
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 114 graphs (1 of 2)

### Higher Education



### Competitive Employment

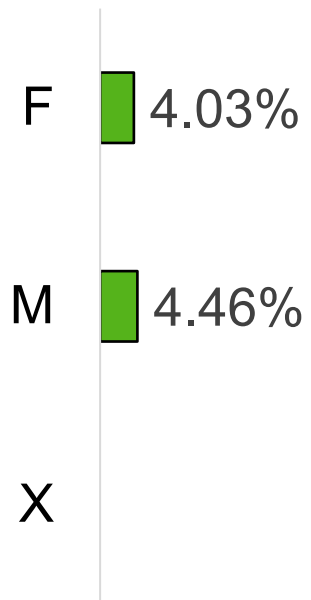


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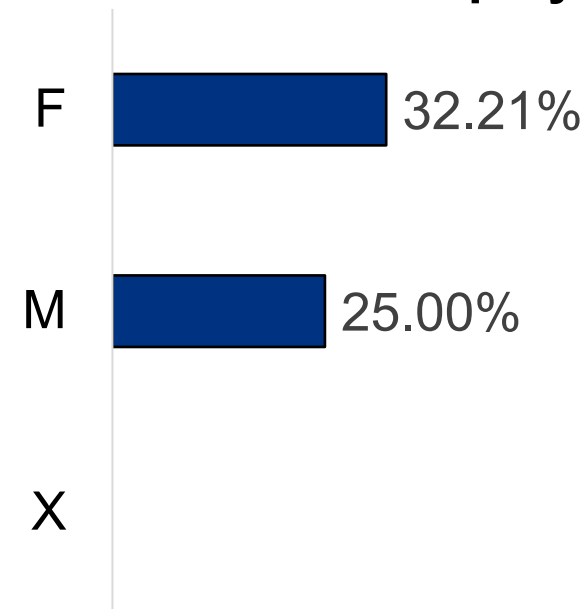
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 114 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Race/Ethnicity Categories, 2020-21 ESD 114 data tables

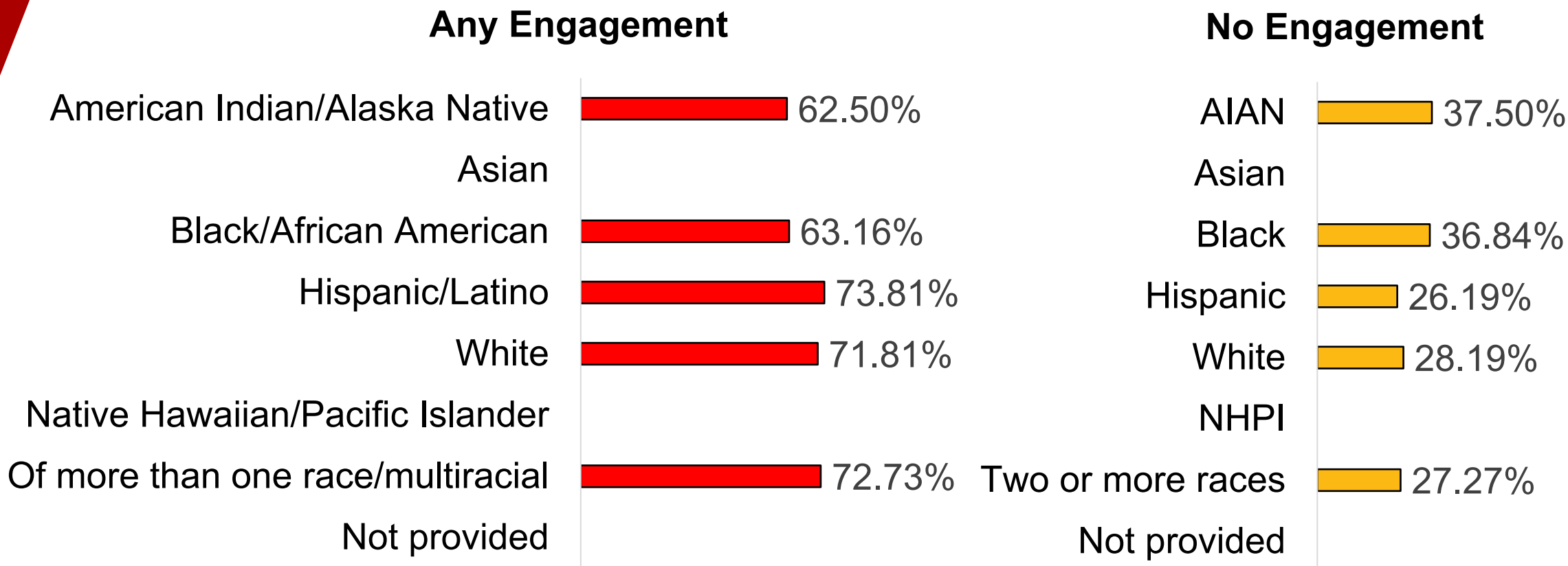
Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	16	62.50%	37.50%
Asian	<10	N/A	N/A
Black/African American	19	63.16%	36.84%
Hispanic/Latino	42	73.81%	26.19%
White	259	71.81%	28.19%
Native Hawaiian/Pacific Islander (NHPI)	<10	N/A	N/A
Of more than one race/multiracial (Two or more races)	33	72.73%	27.27%
Not provided	0	N/A	N/A

(CCTS 2023, Unpublished raw data)



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

## ESD 114 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Race/Ethnicity Categories, 2020-21 ESD 114 data table

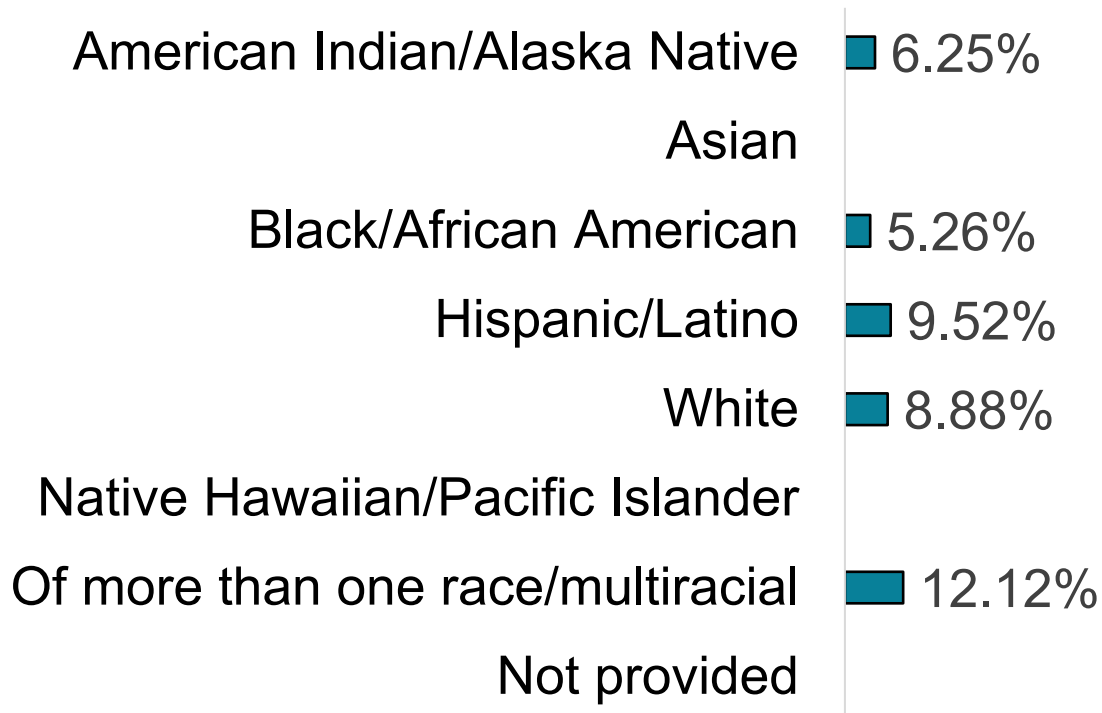
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	16	6.25%	43.75%	0.00%	12.50%
Asian	<10	N/A	N/A	N/A	N/A
Black	19	5.26%	21.05%	0.00%	36.84%
Hispanic	42	9.52%	35.71%	7.14%	21.43%
White	259	8.88%	29.73%	4.63%	28.57%
NHPI	<10	N/A	N/A	N/A	N/A
Two or more races	33	12.12%	27.27%	3.03%	30.30%
Not provided	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

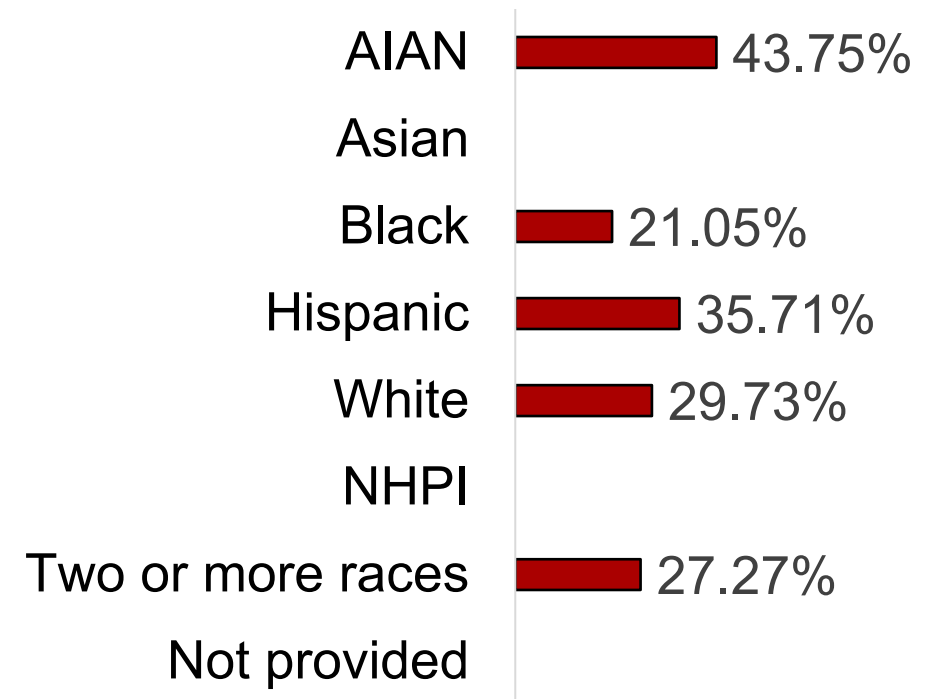
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 114 graphs (1 of 2)

### Higher Education



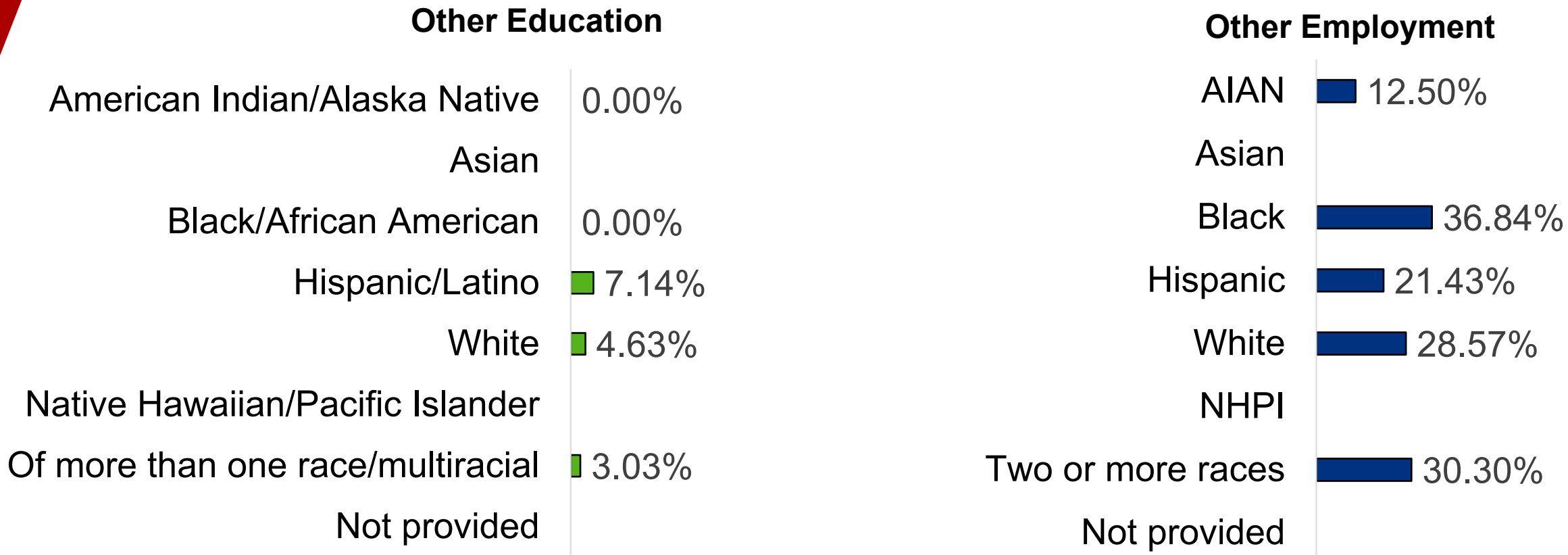
### Competitive Employment



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 114 graphs (2 of 2)



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Disability Categories, 2020-21 ESD 114 data tables

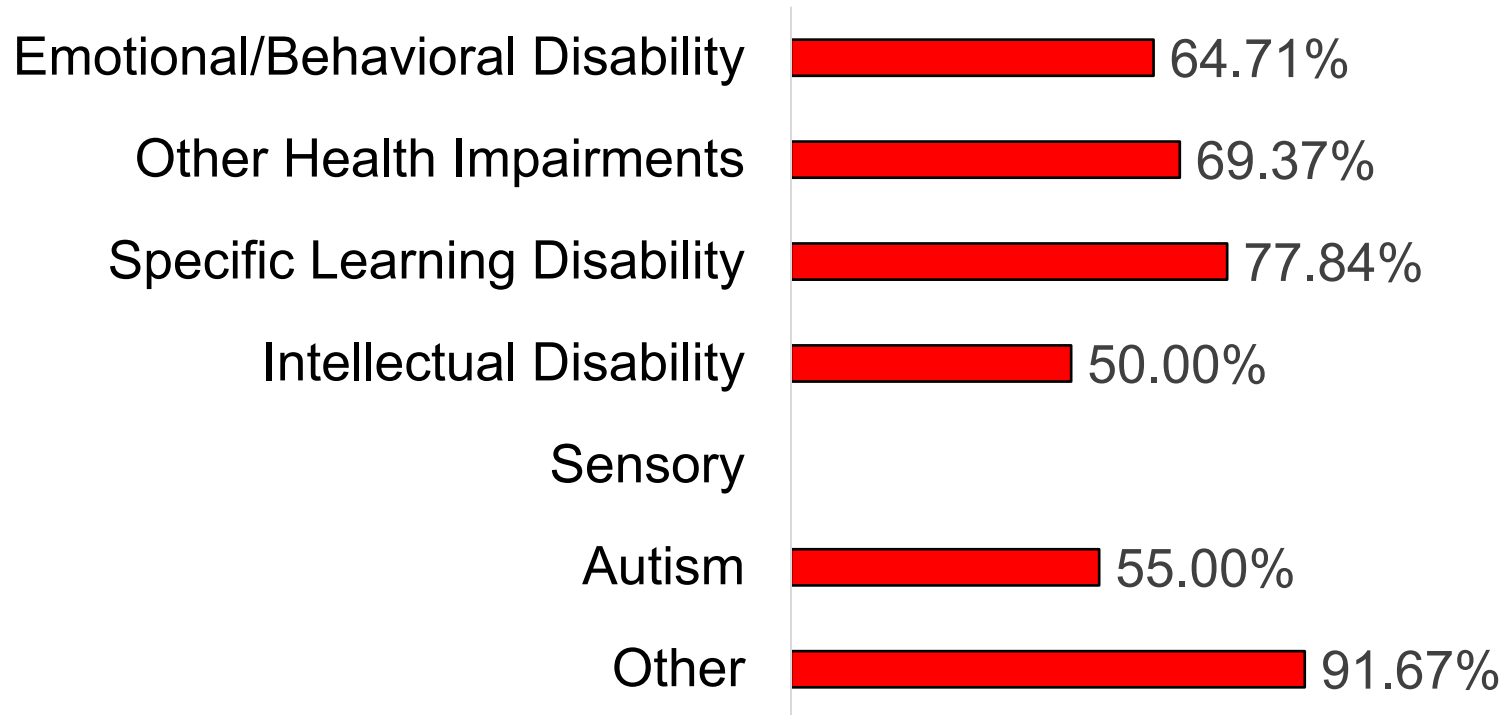
Disability Category	Resp'ts	Any Engagement	No Engagement
Emotional/Behavioral Disability (EBD)	17	64.71%	35.29%
Other Health Impairments (OHI)	111	69.37%	30.63%
Specific Learning Disability (SLD)	176	77.84%	22.16%
Intellectual Disability (ID)	14	50.00%	50.00%
Sensory	<10	N/A	N/A
Autism	40	55.00%	45.00%
Other	12	91.67%	8.33%

(CCTS 2023, Unpublished raw data)

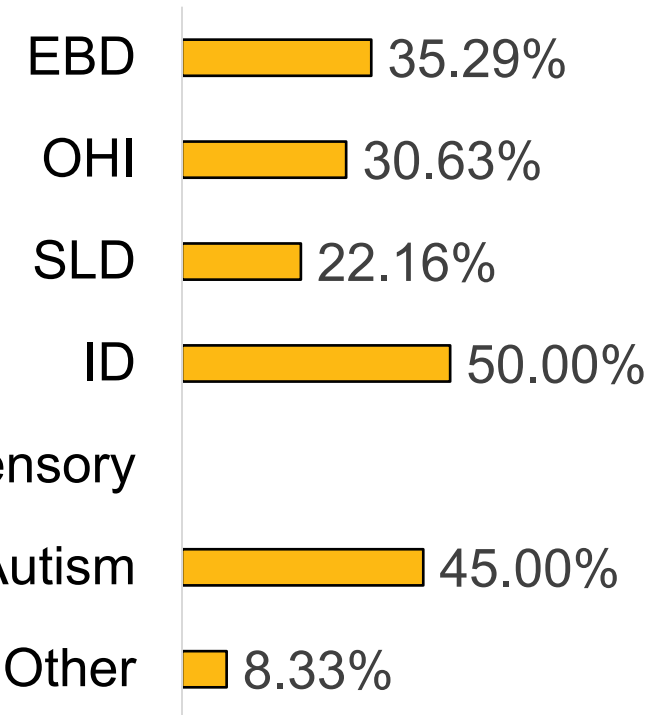
# Any vs. No Engagement by Disability Categories, 2020-21

## ESD 114 graphs

### Any Engagement



### No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Disability Categories, 2020-21

## ESD 114 data table

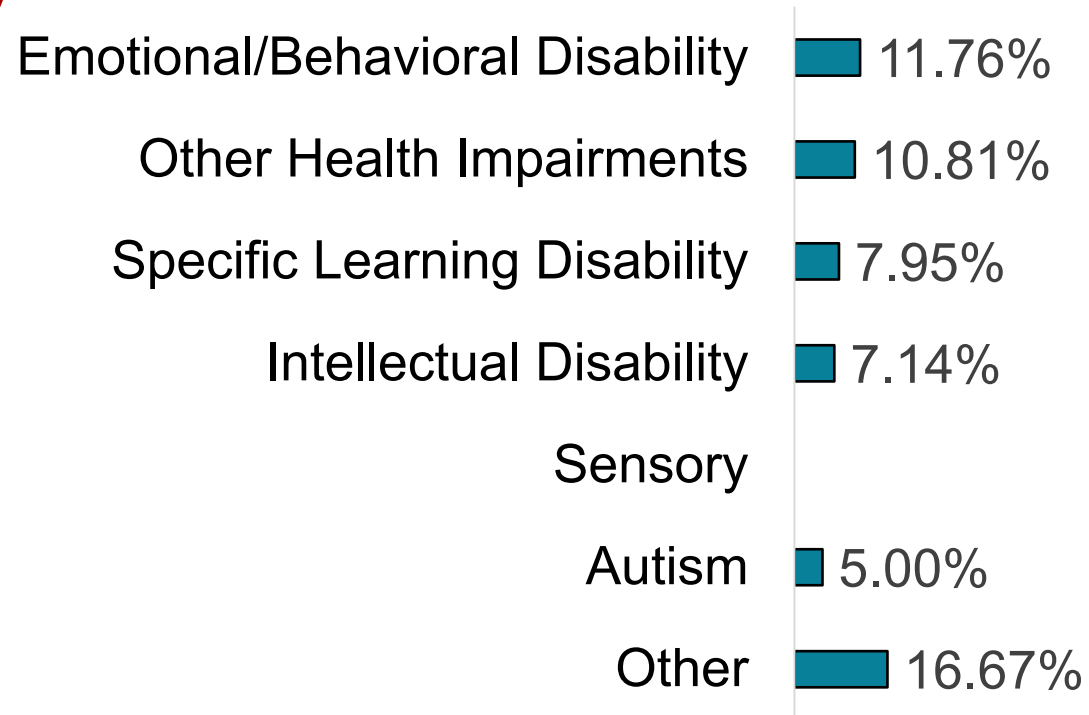
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	17	11.76%	41.18%	0.00%	11.76%
OHI	111	10.81%	29.73%	5.41%	23.42%
SLD	176	7.95%	36.93%	4.55%	28.41%
ID	14	7.14%	7.14%	0.00%	35.71%
Sensory	<10	N/A	N/A	N/A	N/A
Autism	40	5.00%	12.50%	5.00%	32.50%
Other	12	16.67%	25.00%	0.00%	50.00%

(CCTS 2023, Unpublished raw data)

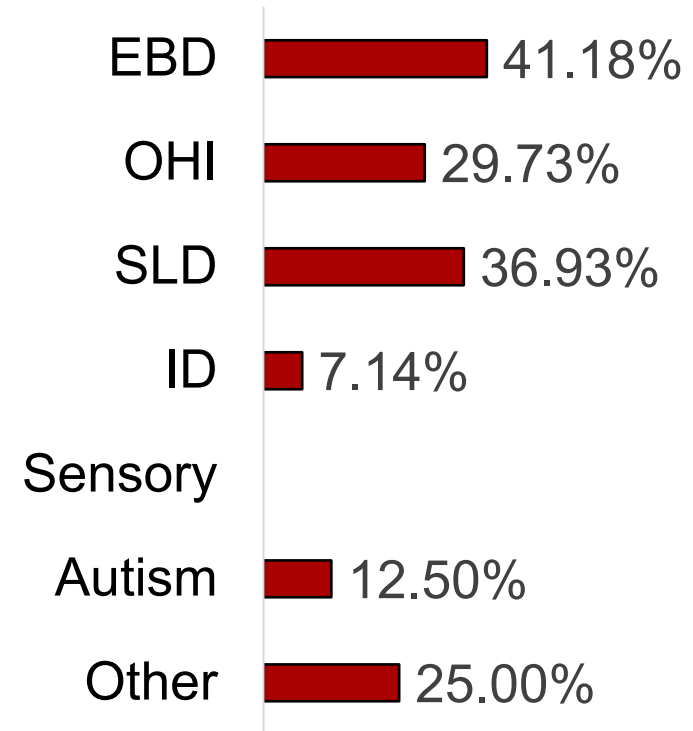
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 114 graphs (1 of 2)

### Higher Education



### Competitive Employment



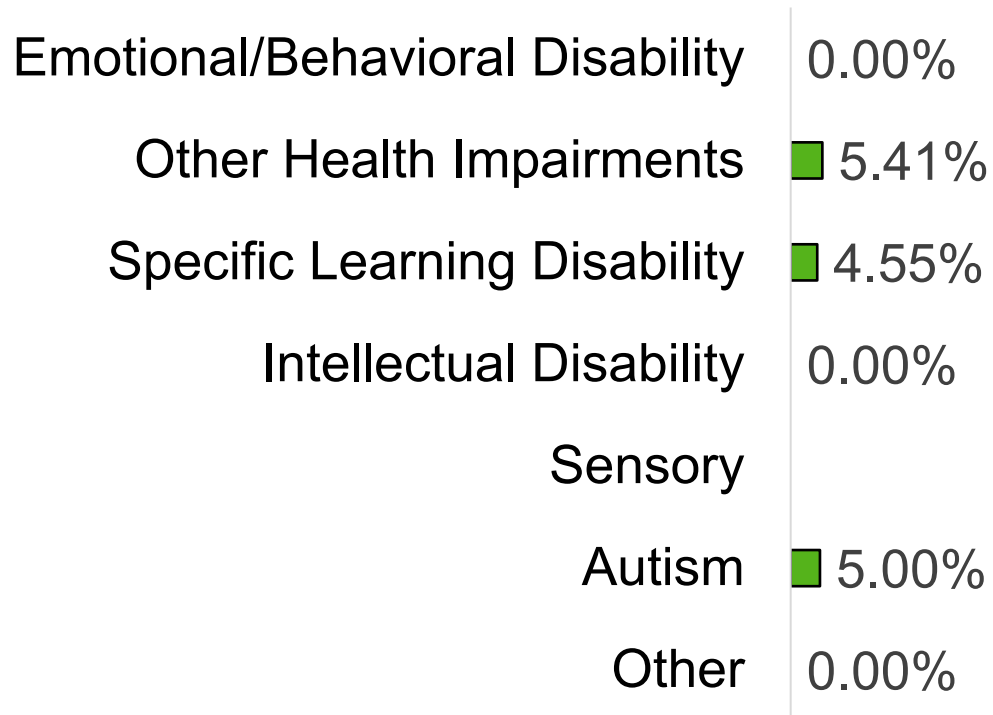
(CCTS 2023, Unpublished raw data)



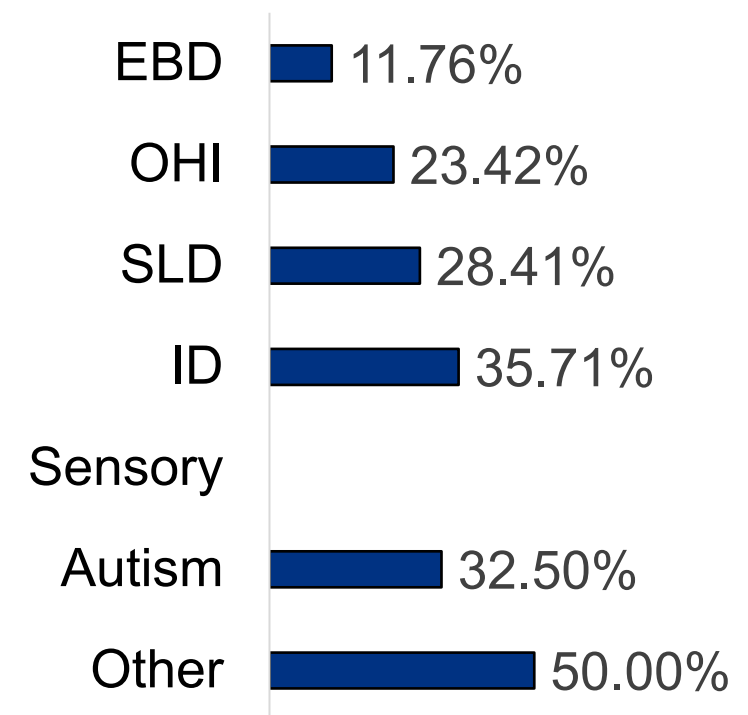
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 114 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

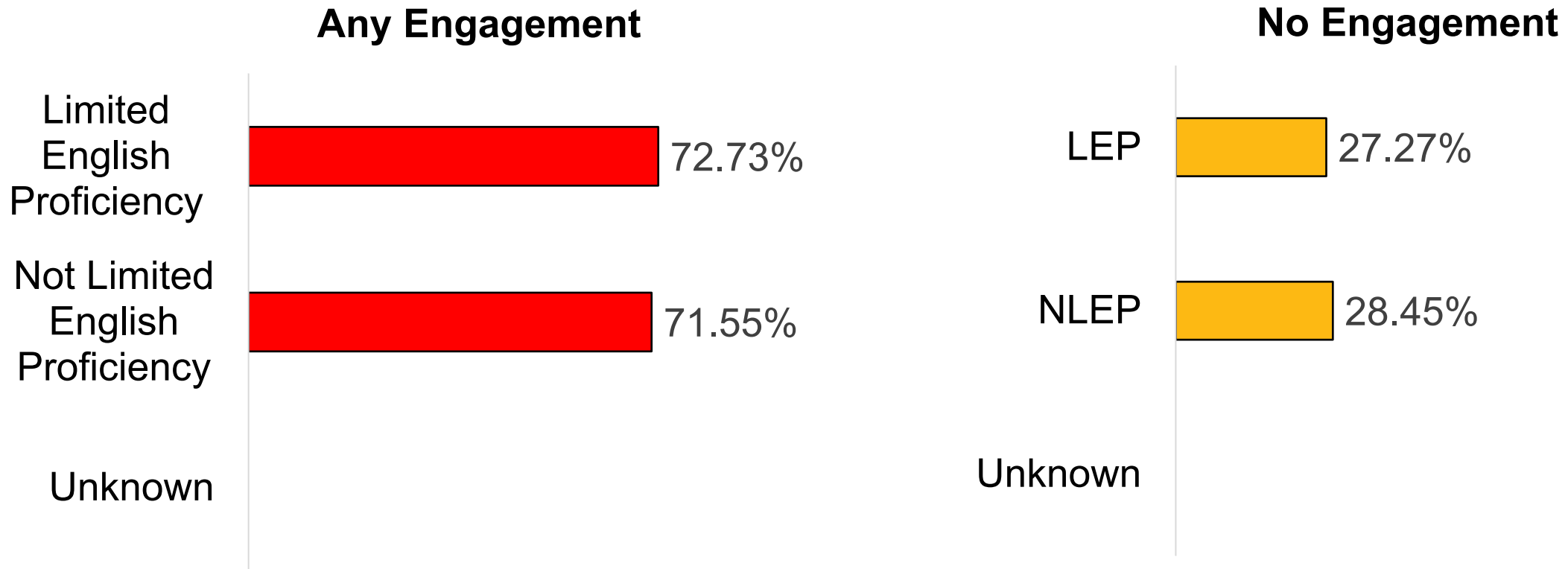
# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 114 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	11	72.73%	27.27%
Not Limited English Proficiency (NLEP)	362	71.55%	28.45%
Unknown	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Language Proficiency Categories, 2020-21

## ESD 114 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 114 data table

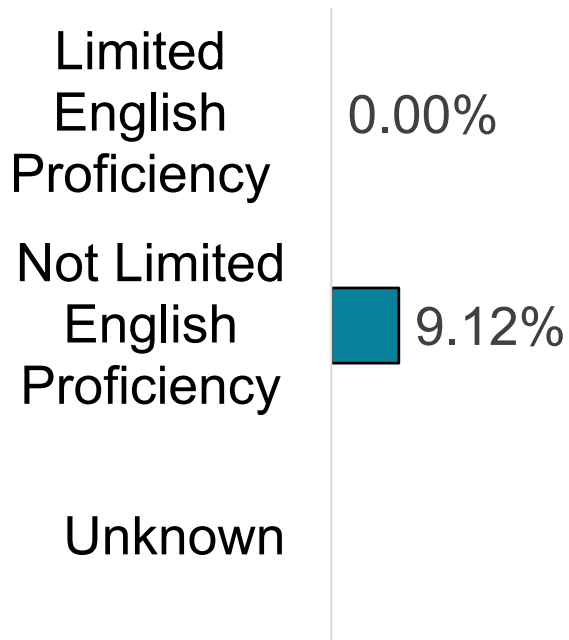
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	11	0.00%	36.36%	9.09%	27.27%
NLEP	362	9.12%	30.39%	4.14%	27.90%
Unknown	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

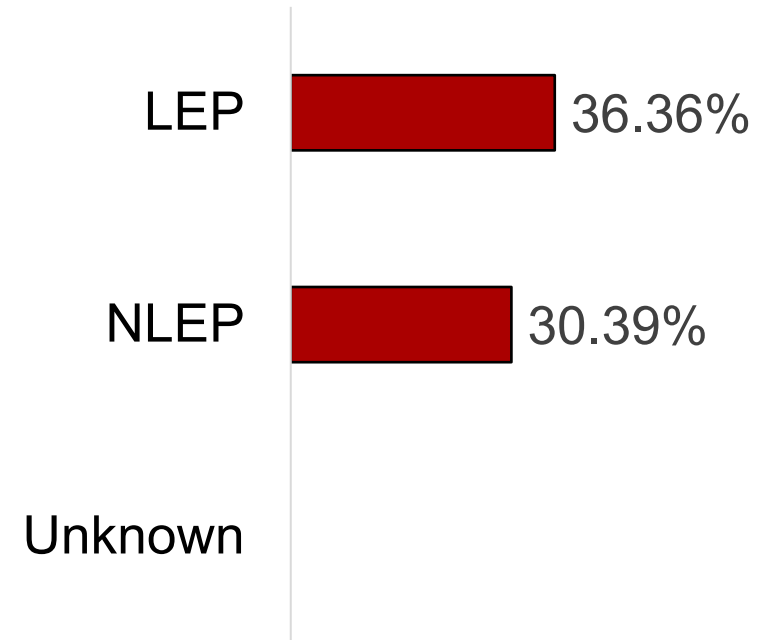
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 114 graphs (1 of 2)

### Higher Education



### Competitive Employment

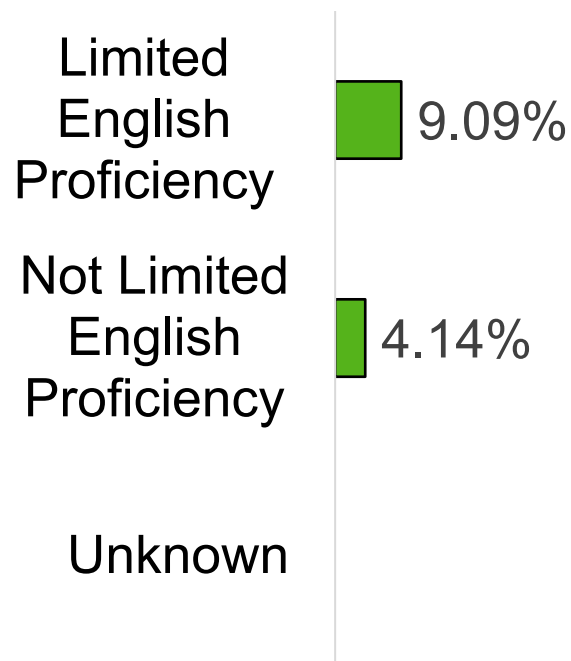


(CCTS 2023, Unpublished raw data)

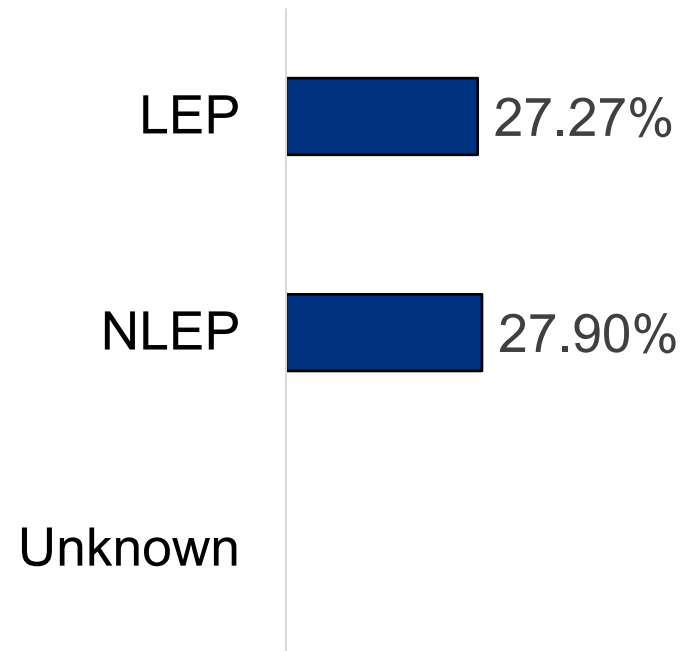
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 114 graphs (2 of 2)

### Other Education



### Other Employment



(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 114, 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>
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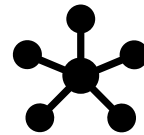
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# OSPI's Priorities for Improving Outcomes for Students with Disabilities



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