



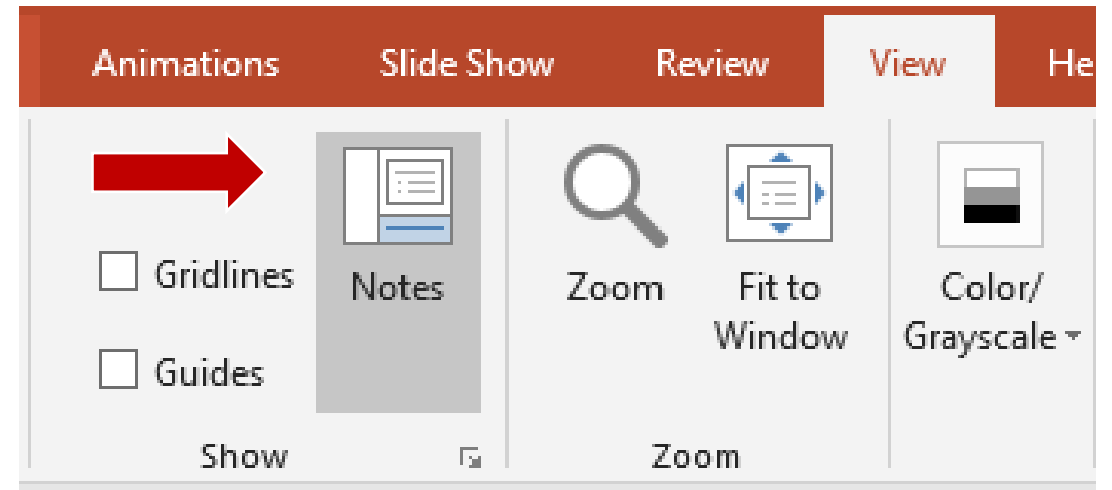
Post-School Outcome Data Summary

ESD 171, 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)

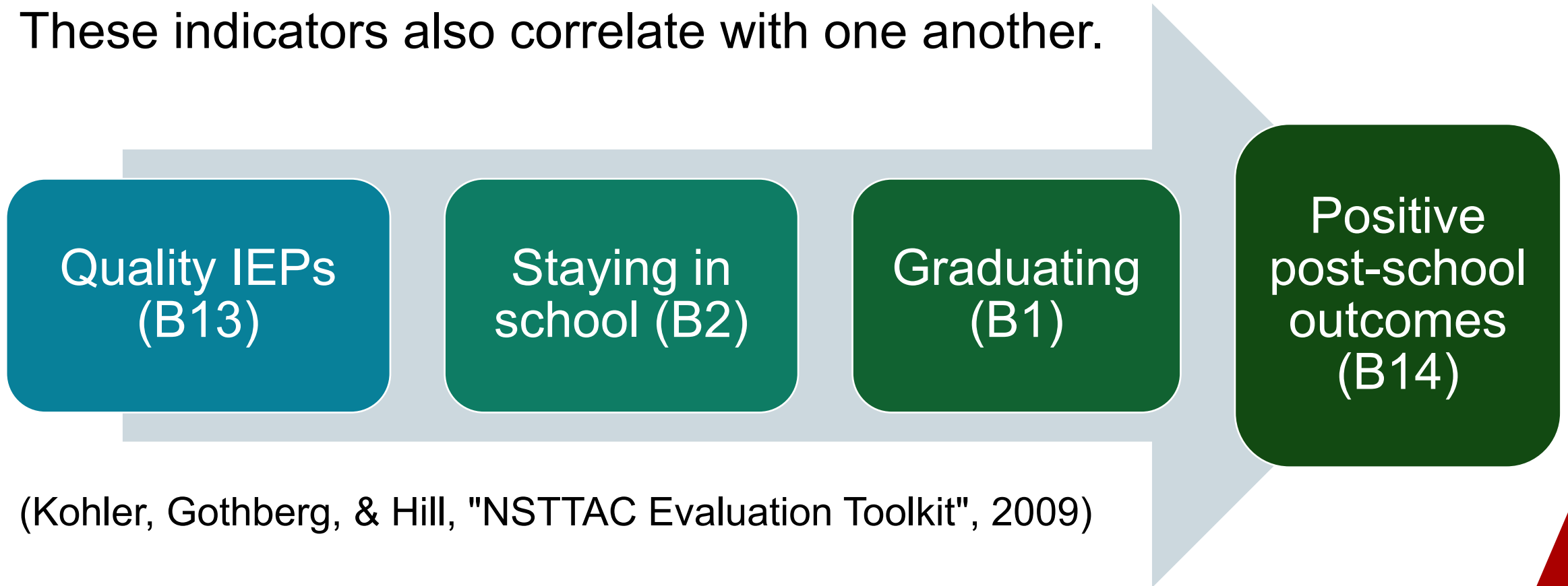
Requirement

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 171?

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



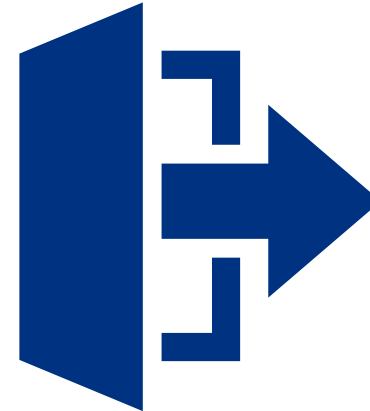
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



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

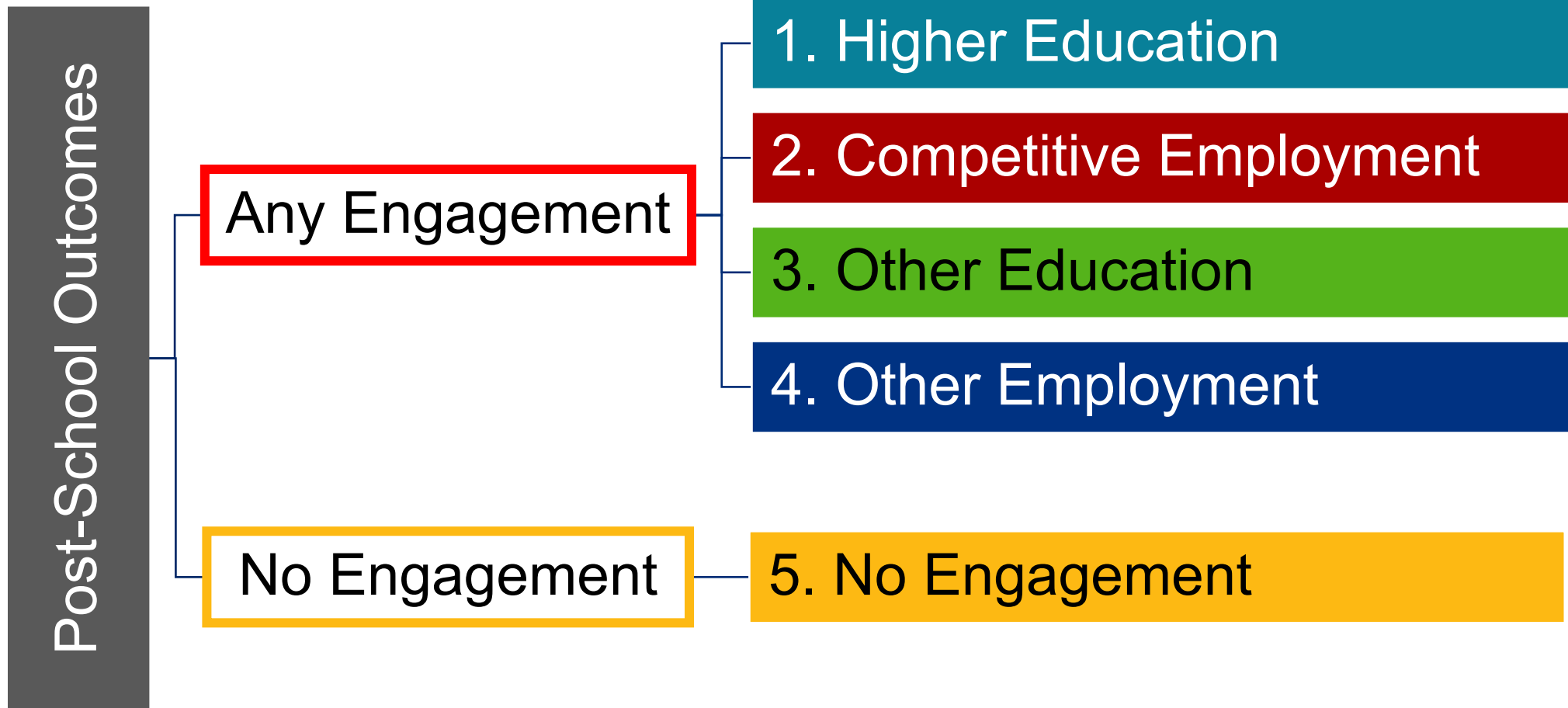
- **Responders/respondents (Resp'ts)**

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

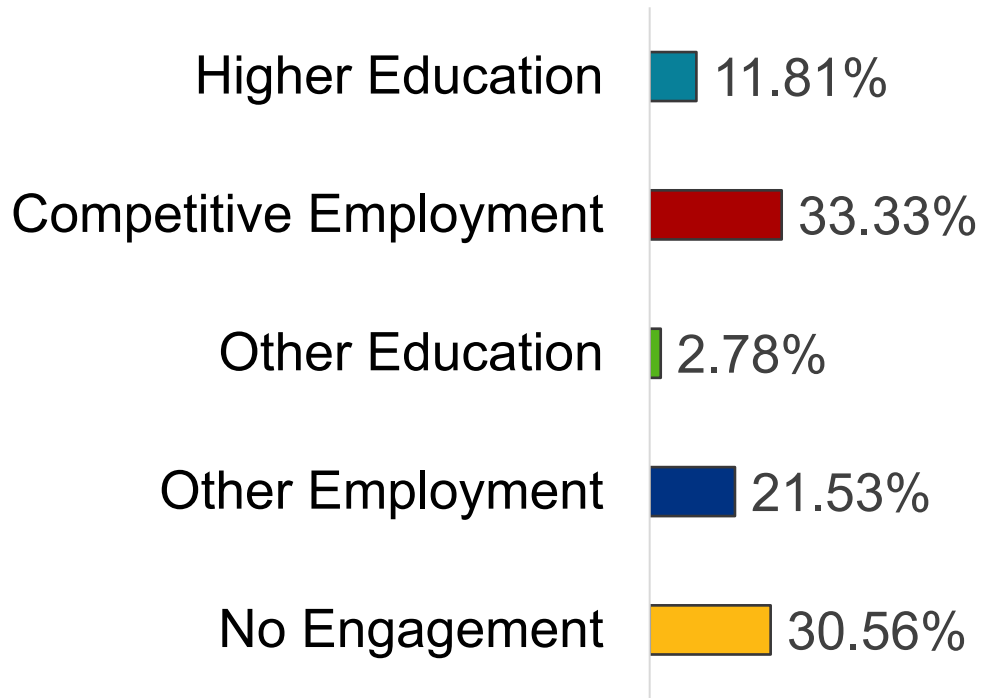
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 171	320	288	90.00%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 171	288	11.81%	33.33%	2.78%	21.53%	30.56%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

Post-School Outcomes, 2020-21

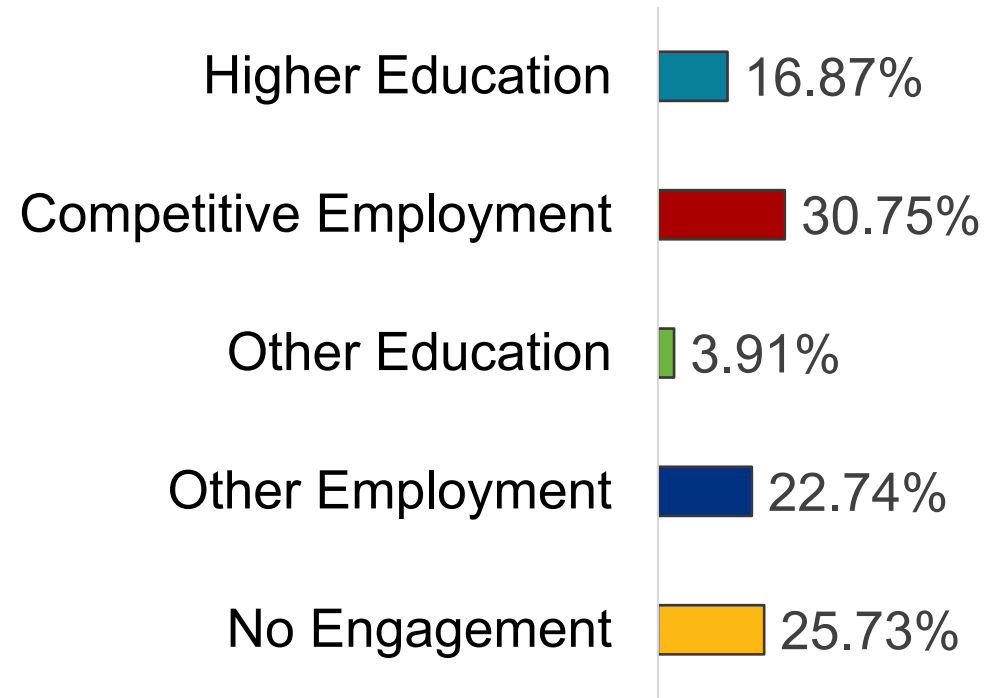
ESD and Washington state graphs

ESD 171



(CCTS 2023, Unpublished raw data)

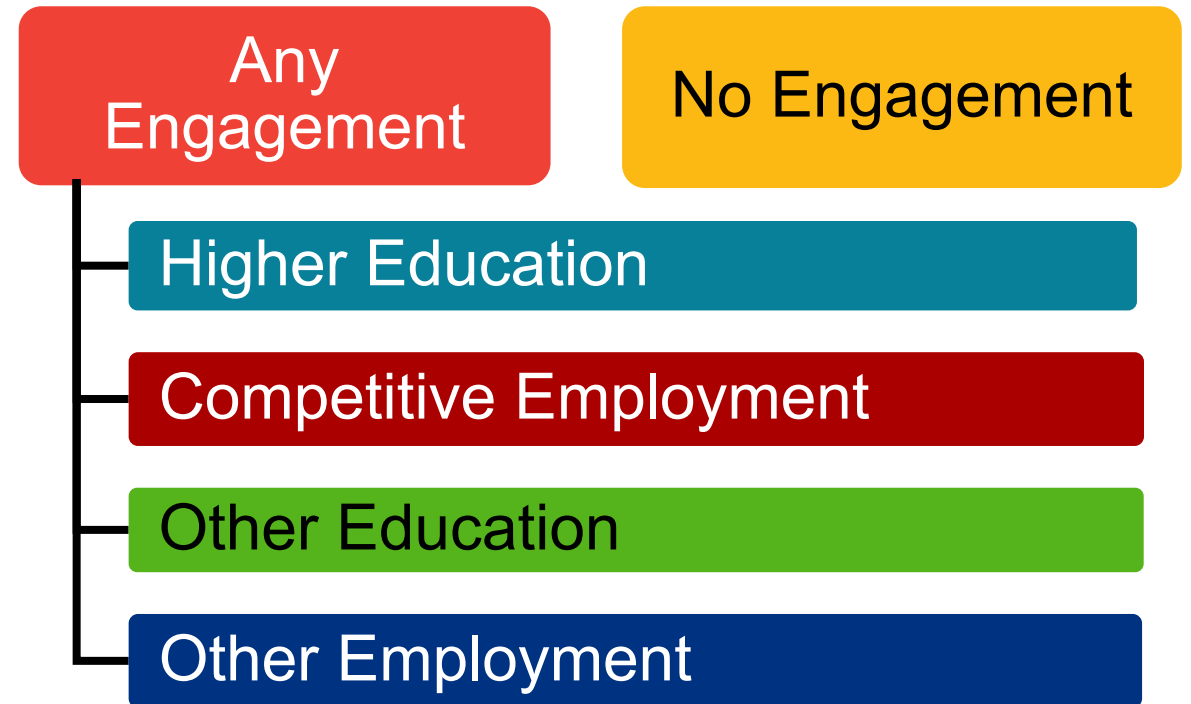
Washington state



(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

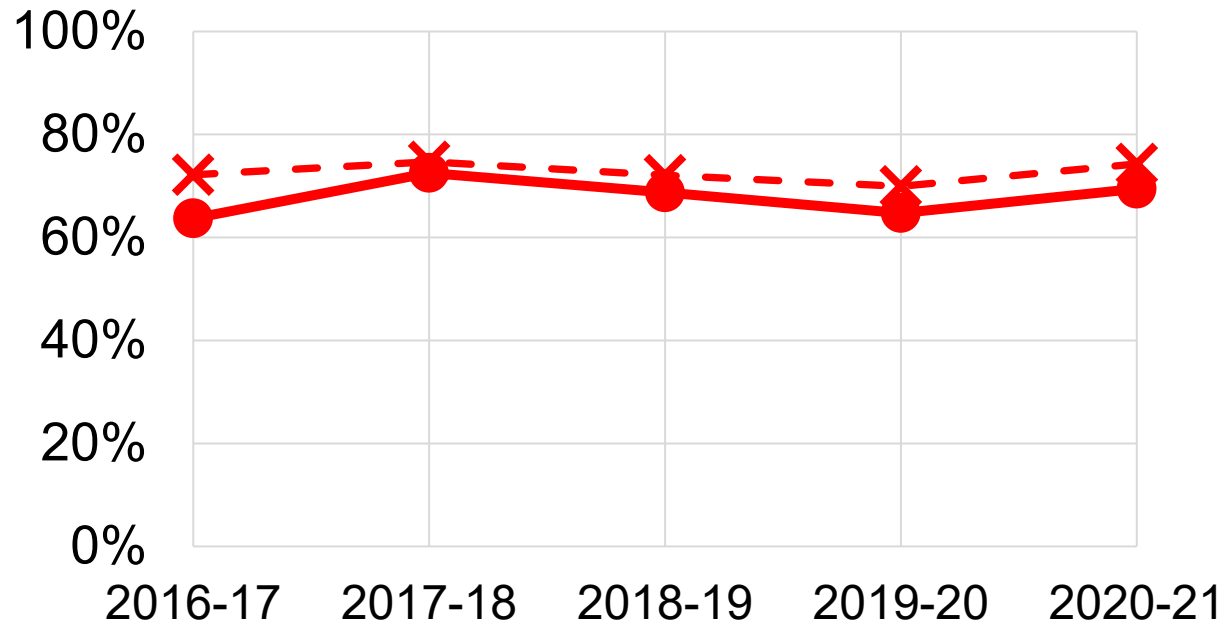
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 171	2020-21	288	69.44%	30.56%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 171	2019-20	309	64.72%	35.28%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 171	2018-19	307	68.73%	31.27%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 171	2017-18	233	72.53%	27.47%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 171	2016-17	270	63.70%	36.30%
Washington state	2016-17	6,475	72.17%	27.83%

Any vs. No Engagement, Five-Year Overview

ESD and Washington state graphs

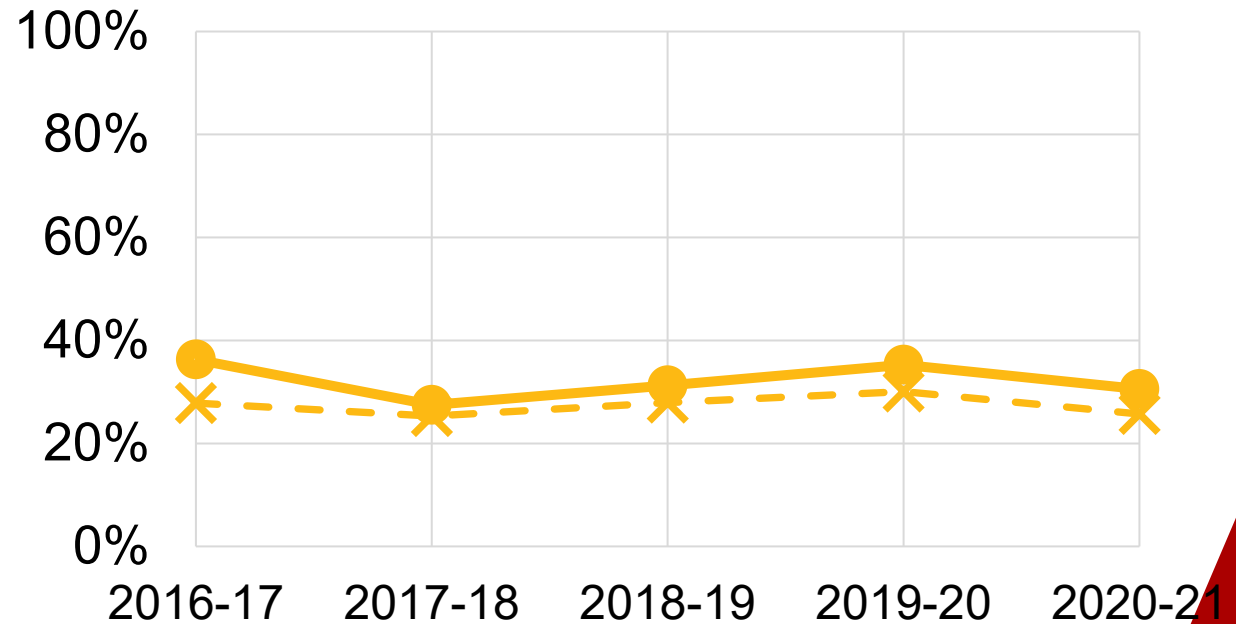
Any Engagement

● ESD 171 ✕ Washington state



No Engagement

● ESD 171 ✕ Washington state



(CCTS 2023, Unpublished raw data)

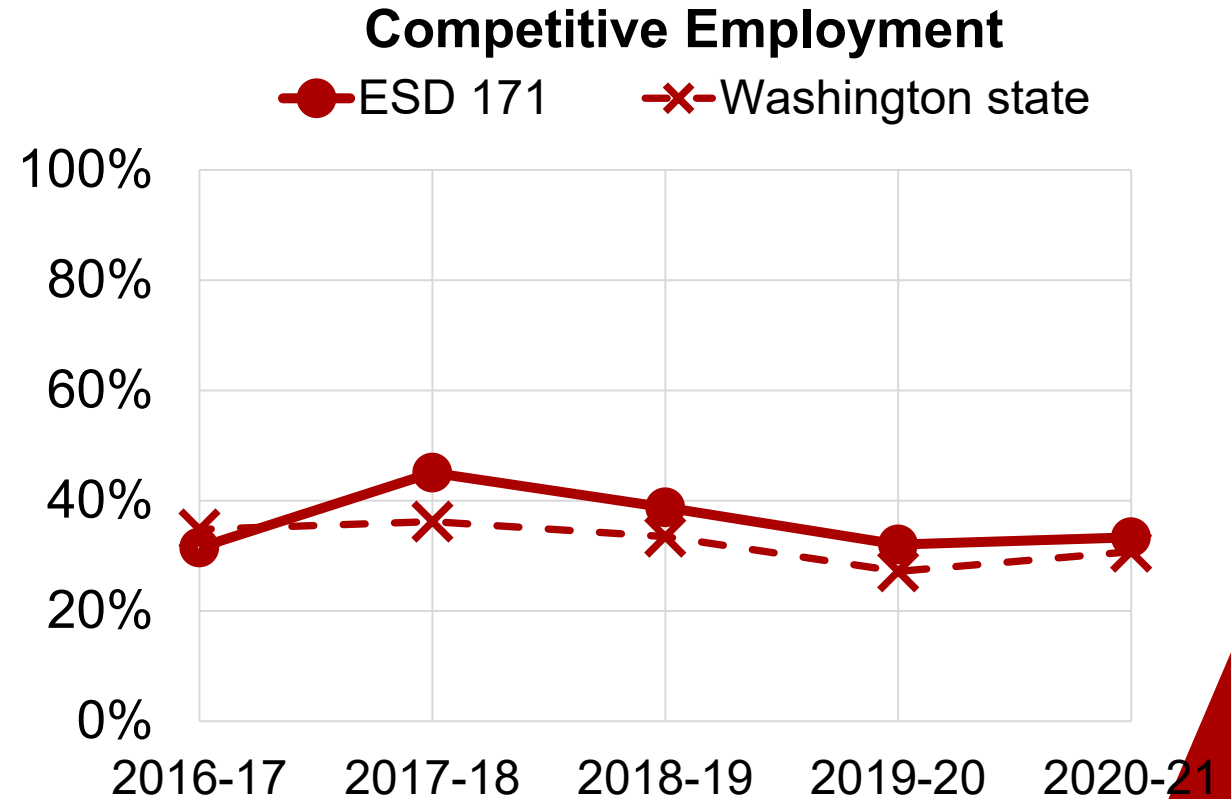
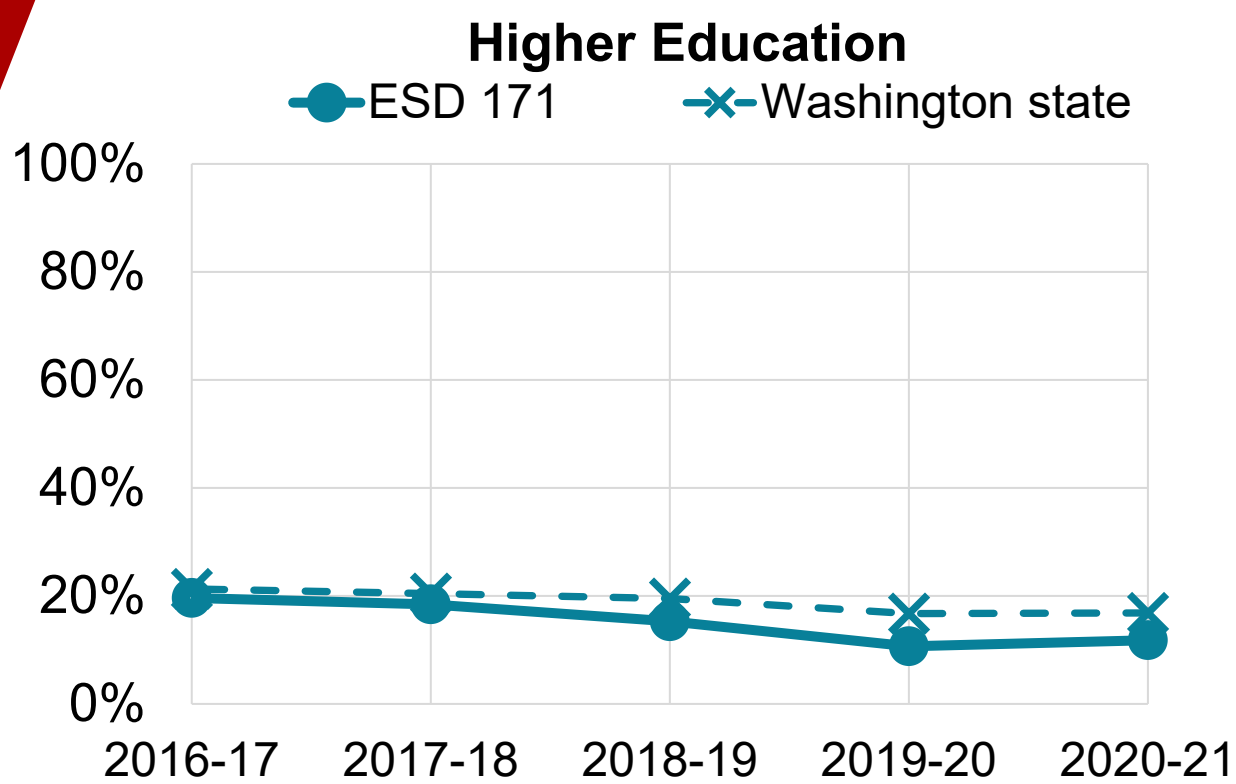
Engagement Outcomes, Five-Year Overview, 2020-21

ESD and Washington state data table

ESD Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
ESD 171	2020-21	288	11.81%	33.33%	2.78%	21.53%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 171	2019-20	309	10.68%	32.04%	3.56%	18.45%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 171	2018-19	307	15.31%	38.76%	3.58%	11.07%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 171	2017-18	233	18.45%	45.06%	1.29%	7.73%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 171	2016-17	270	19.63%	31.48%	2.59%	10.00%
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)



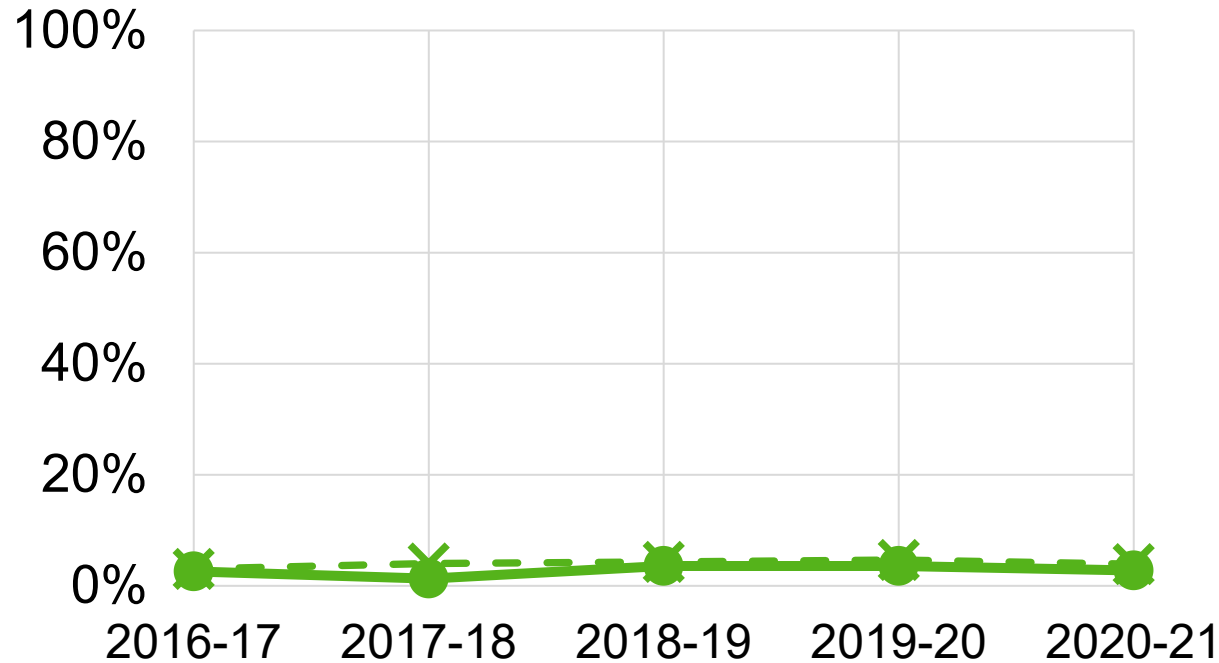
(CCTS 2023, Unpublished raw data)

Engagement Outcomes, Five-Year Overview

ESD and Washington state graphs, (2 of 2)

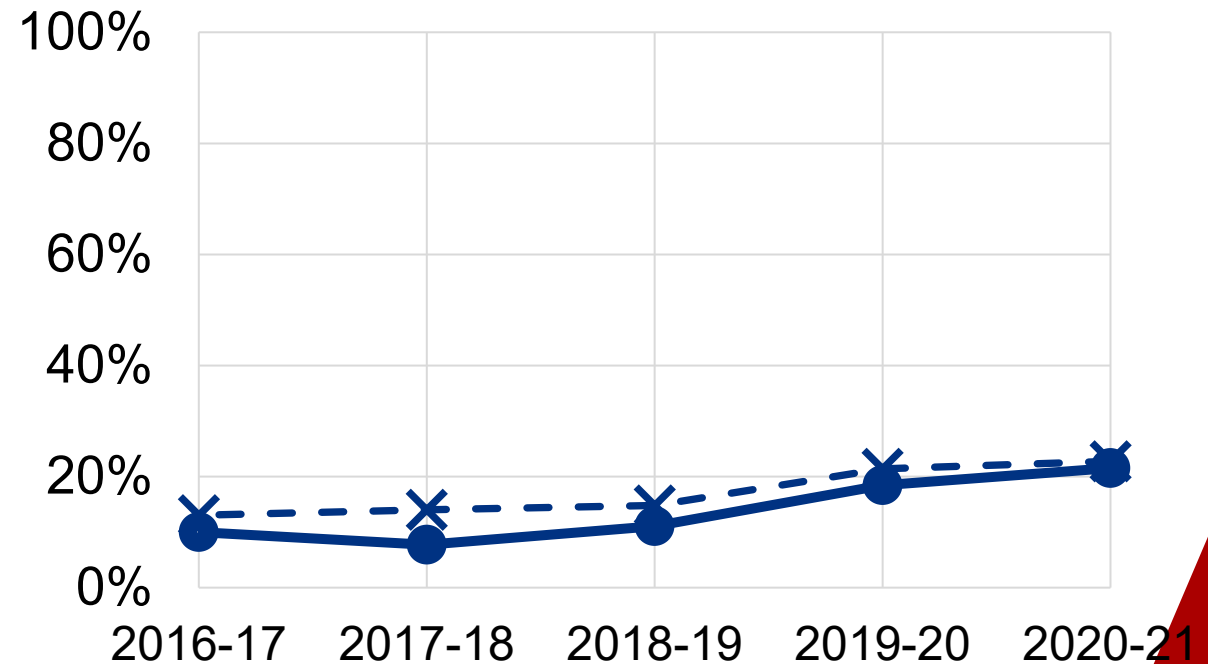
Other Education

● ESD 171 ✕ Washington state



Other Employment

● ESD 171 ✕ Washington state



(CCTS 2023, Unpublished raw data)

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

ESD 171 data table

Exit Category	Respondents	Any Engagement	No Engagement
Graduated	250	70.00%	30.00%
Dropped Out	38	65.79%	34.21%

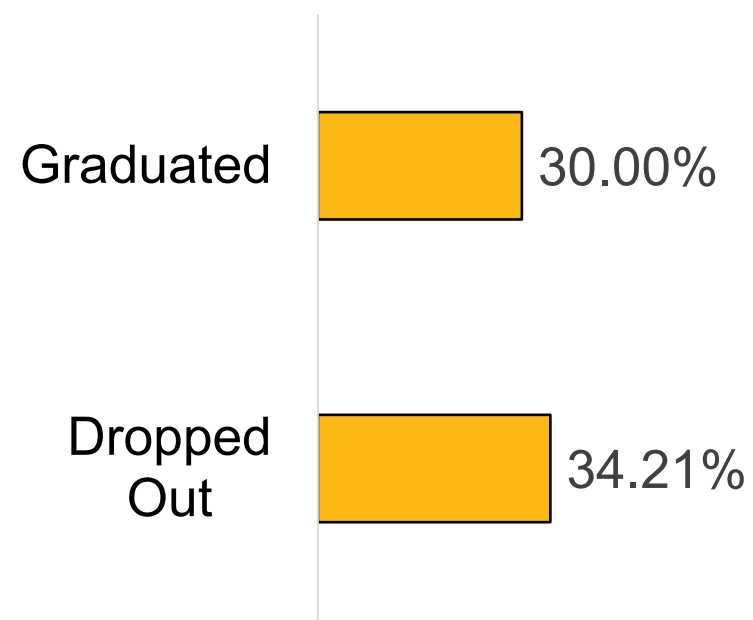
(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Exit Categories, 2020-21 ESD 171 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Exit Categories, 2020-21

ESD 171 data table

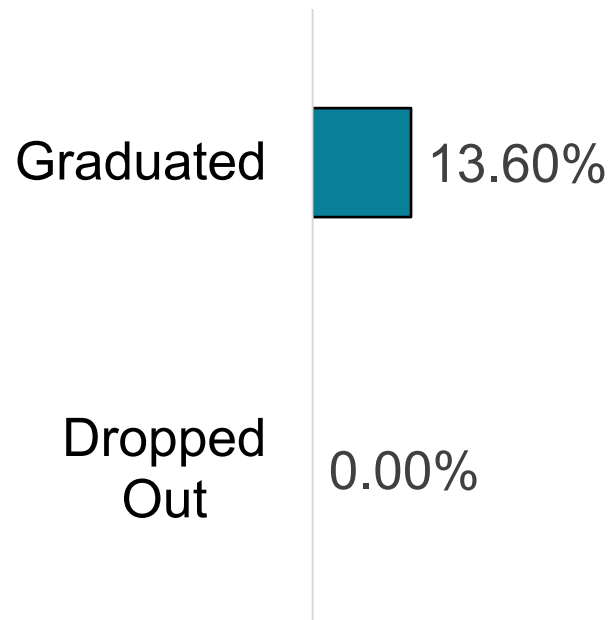
Exit Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
Graduated	250	13.60%	34.00%	2.80%	19.60%
Dropped Out	38	0.00%	28.95%	2.63%	34.21%

(CCTS 2023, Unpublished raw data)

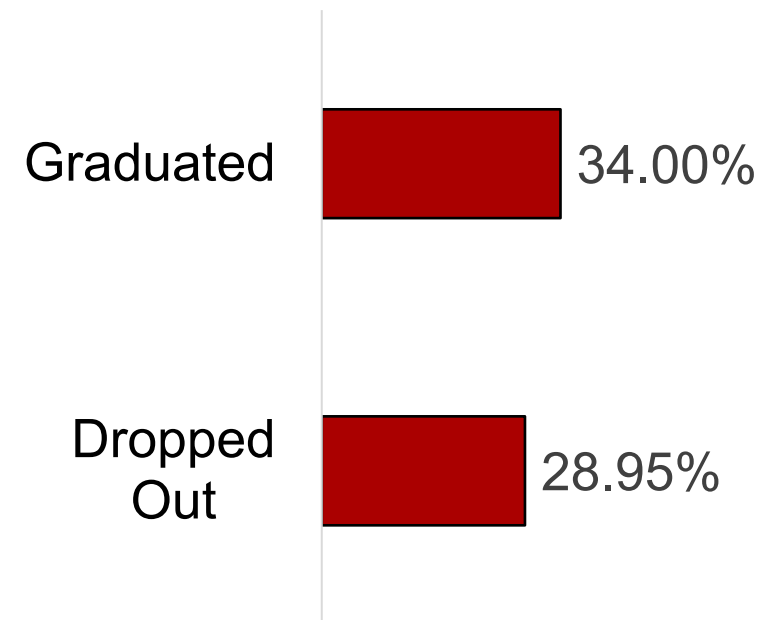
Engagement Outcomes by Exit Categories, 2020-21

ESD 171 graphs (1 of 2)

Higher Education



Competitive Employment

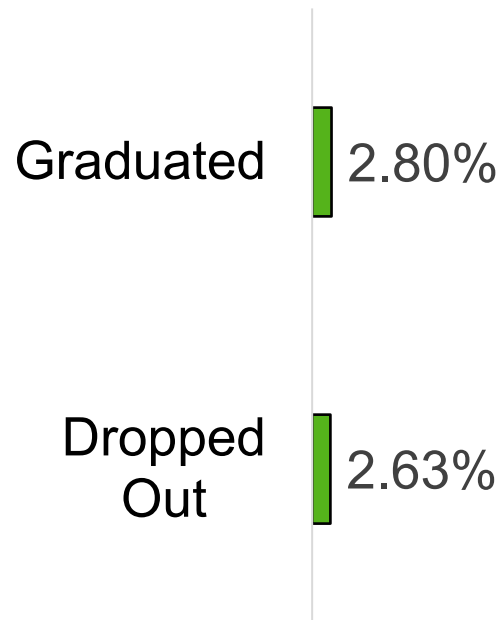


(CCTS 2023, Unpublished raw data)

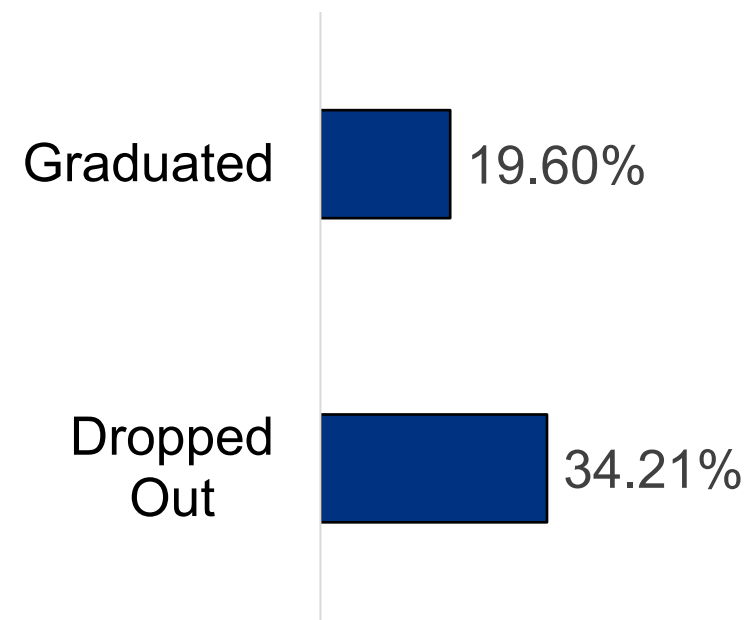
Engagement Outcomes by Exit Categories, 2020-21

ESD 171 graphs (2 of 2)

Other Education



Other Employment



(CCTS 2023, Unpublished raw data)

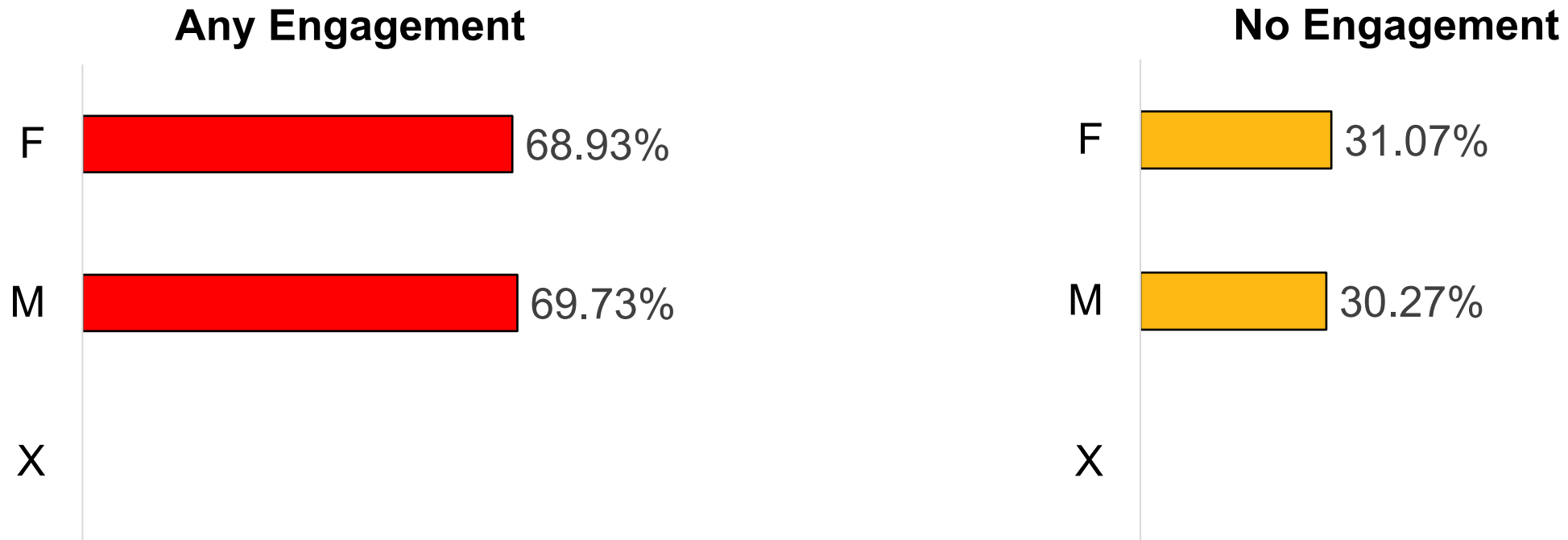
Any vs. No Engagement by Gender Categories, 2020-21 ESD 171 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	103	68.93%	31.07%
M	185	69.73%	30.27%
X	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

ESD 171 graphs



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Gender Categories, 2020-21

ESD 171 data table

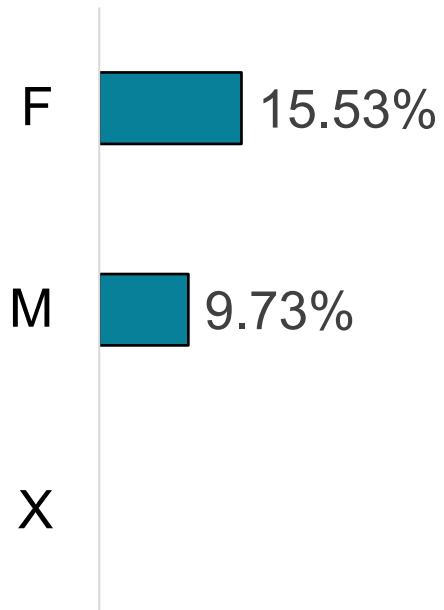
Gender Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
F	103	15.53%	28.16%	2.91%	22.33%
M	185	9.73%	36.22%	2.70%	21.08%
X	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

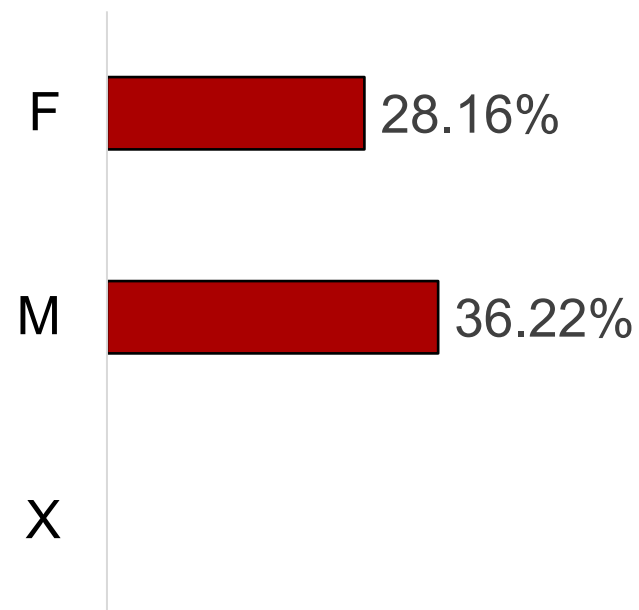
Engagement Outcomes by Gender Categories, 2020-21

ESD 171 graphs (1 of 2)

Higher Education



Competitive Employment

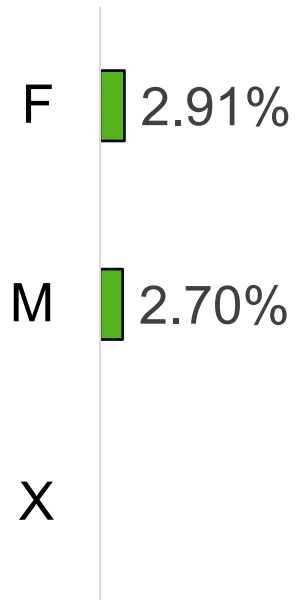


(CCTS 2023, Unpublished raw data)

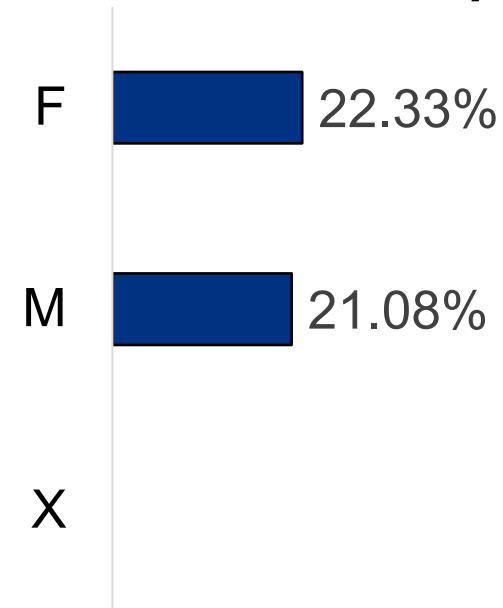
Engagement Outcomes by Gender Categories, 2020-21

ESD 171 graphs (2 of 2)

Other Education



Other Employment



(CCTS 2023, Unpublished raw data)

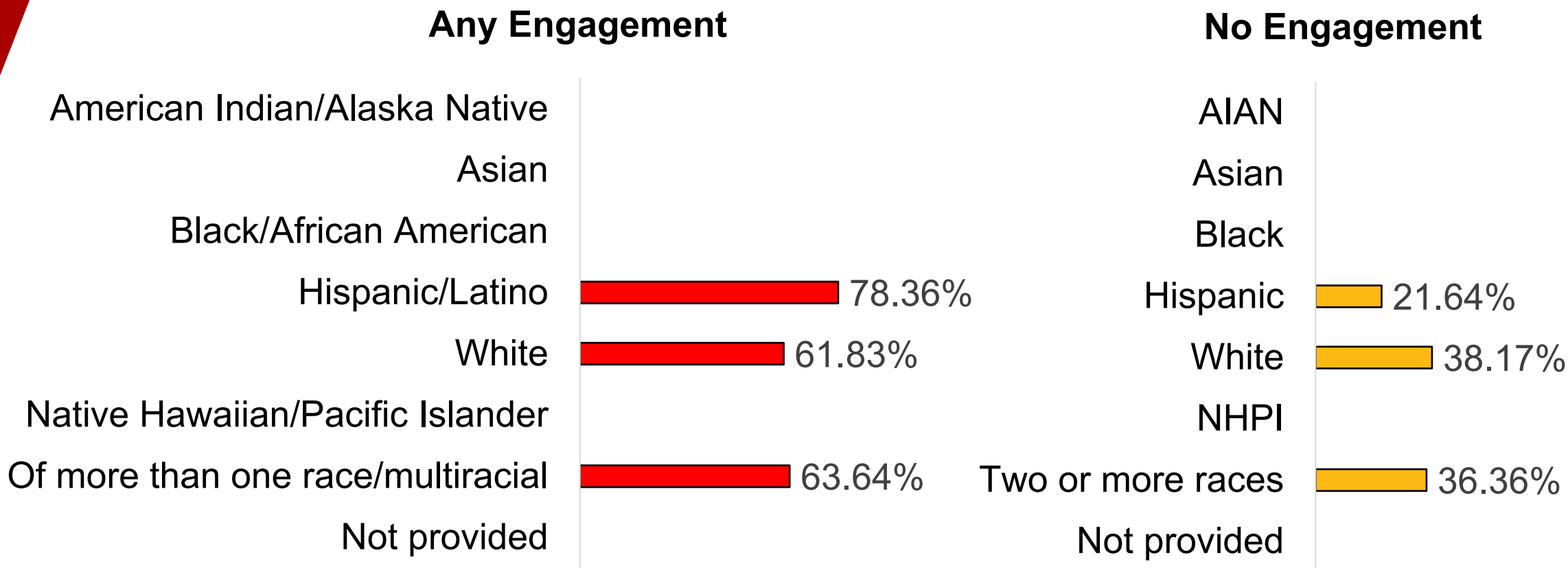
Any vs. No Engagement by Race/Ethnicity Categories, 2020-21 ESD 171 data tables

Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	<10	N/A	N/A
Asian	<10	N/A	N/A
Black/African American	<10	N/A	N/A
Hispanic/Latino	134	78.36%	21.64%
White	131	61.83%	38.17%
Native Hawaiian/Pacific Islander (NHPI)	0	N/A	N/A
Of more than one race/multiracial (Two or more races)	11	63.64%	36.36%
Not provided	0	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

ESD 171 graphs



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Race/Ethnicity Categories, 2020-21 ESD 171 data table

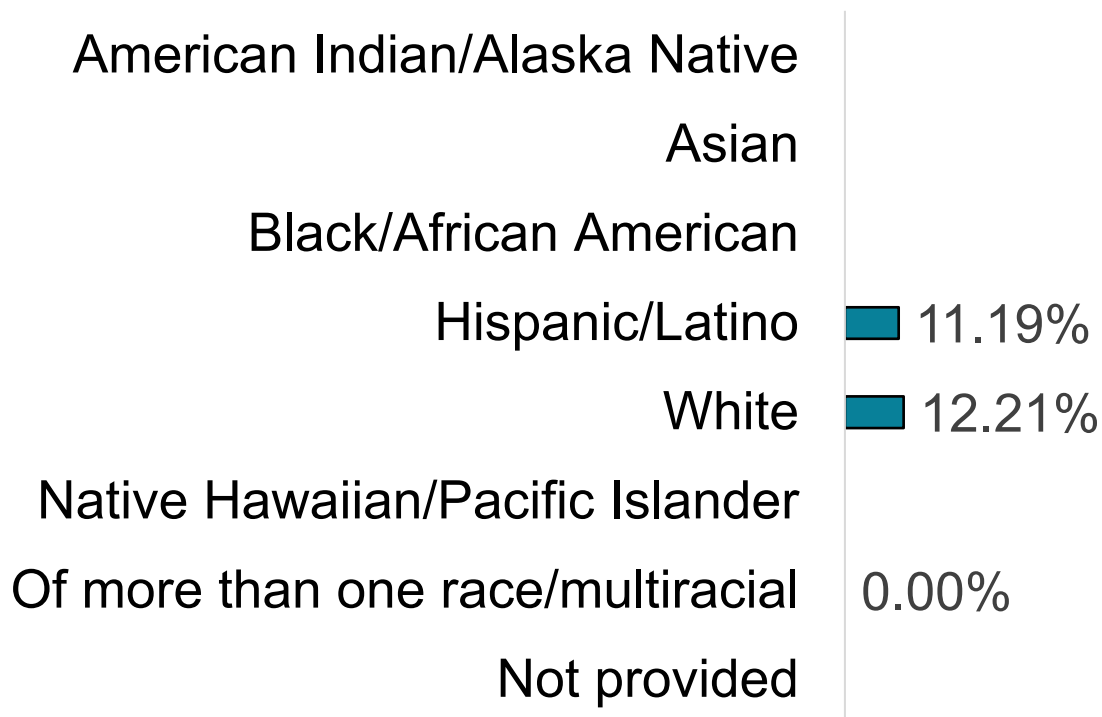
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	<10	N/A	N/A	N/A	N/A
Asian	<10	N/A	N/A	N/A	N/A
Black	<10	N/A	N/A	N/A	N/A
Hispanic	134	11.19%	41.04%	1.49%	24.63%
White	131	12.21%	25.95%	3.05%	20.61%
NHPI	0	N/A	N/A	N/A	N/A
Two or more races	11	0.00%	45.45%	0.00%	18.18%
Not provided	0	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

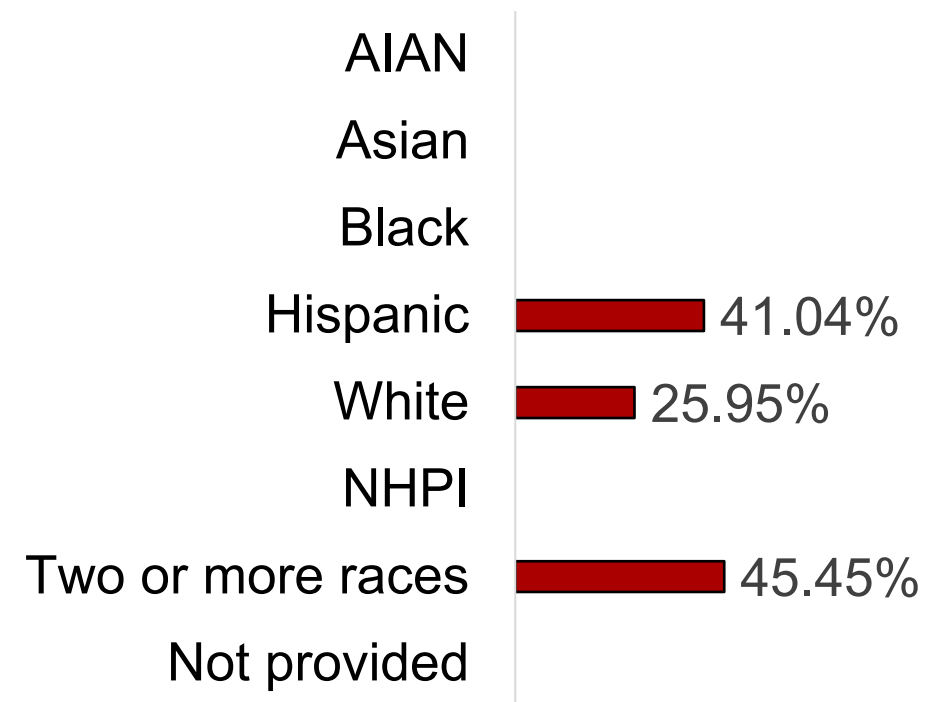
Engagement Outcomes by Race/Ethnicity Categories, 2020-21

ESD 171 graphs (1 of 2)

Higher Education



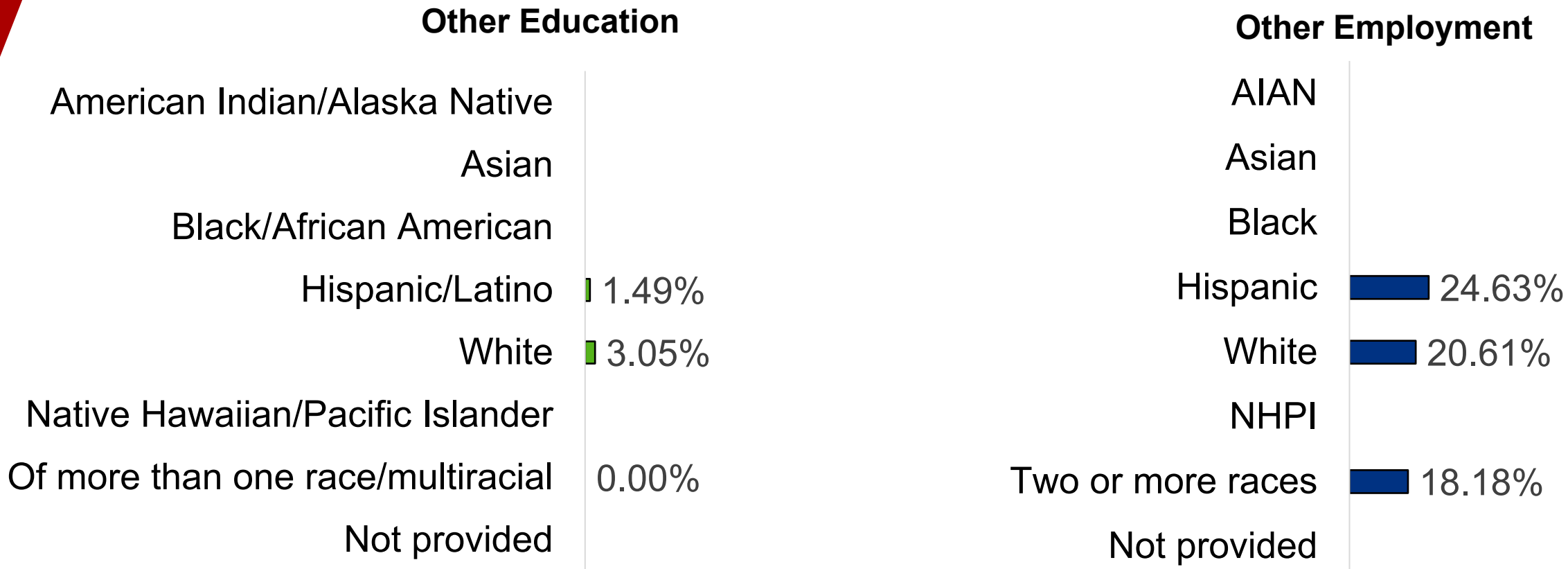
Competitive Employment



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Race/Ethnicity Categories, 2020-21

ESD 171 graphs (2 of 2)



(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Disability Categories, 2020-21 ESD 171 data tables

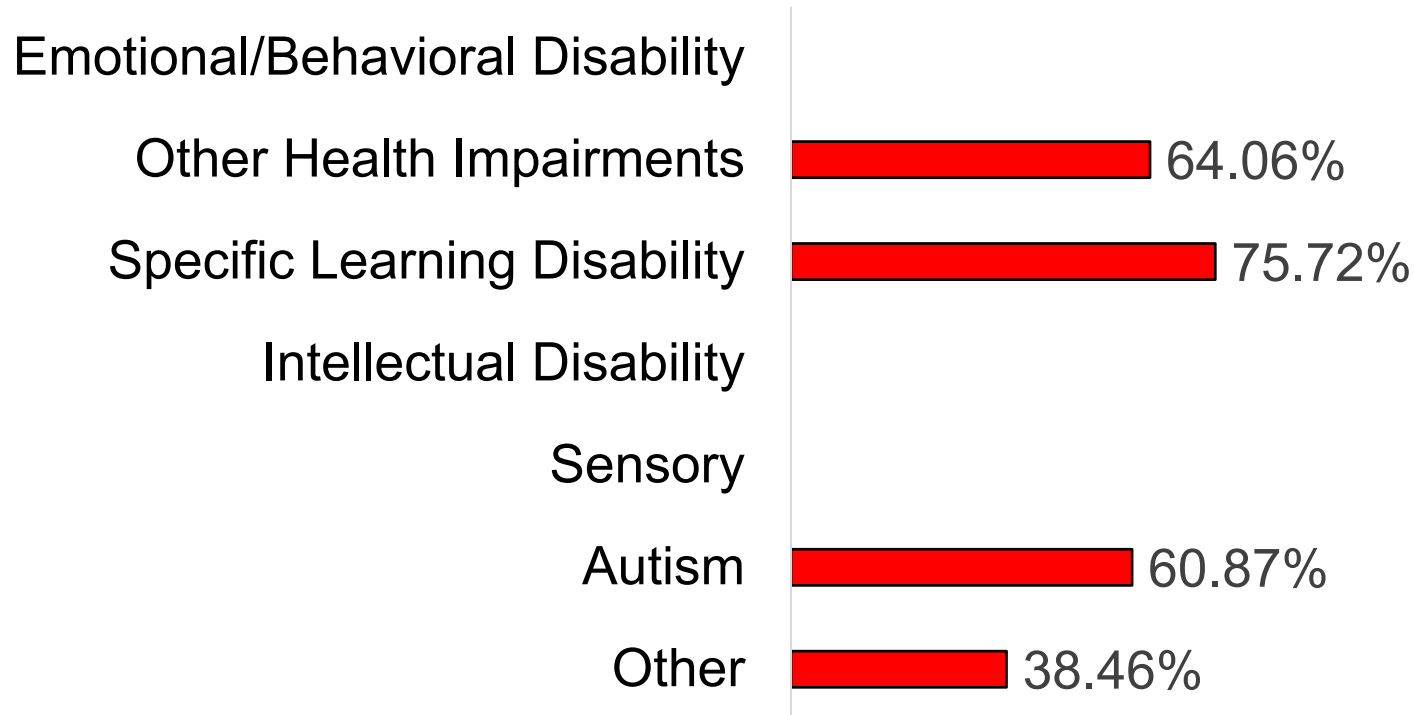
Disability Category	Resp'ts	Any Engagement	No Engagement
Emotional/Behavioral Disability (EBD)	<10	N/A	N/A
Other Health Impairments (OHI)	64	64.06%	35.94%
Specific Learning Disability (SLD)	173	75.72%	24.28%
Intellectual Disability (ID)	<10	N/A	N/A
Sensory	<10	N/A	N/A
Autism	23	60.87%	39.13%
Other	13	38.46%	61.54%

(CCTS 2023, Unpublished raw data)

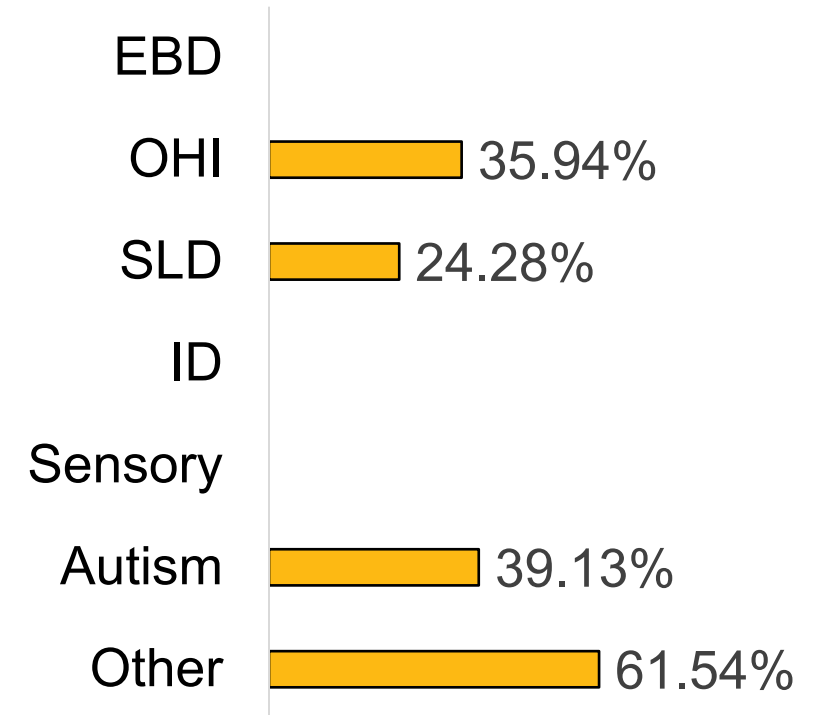
Any vs. No Engagement by Disability Categories, 2020-21

ESD 171 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Disability Categories, 2020-21

ESD 171 data table

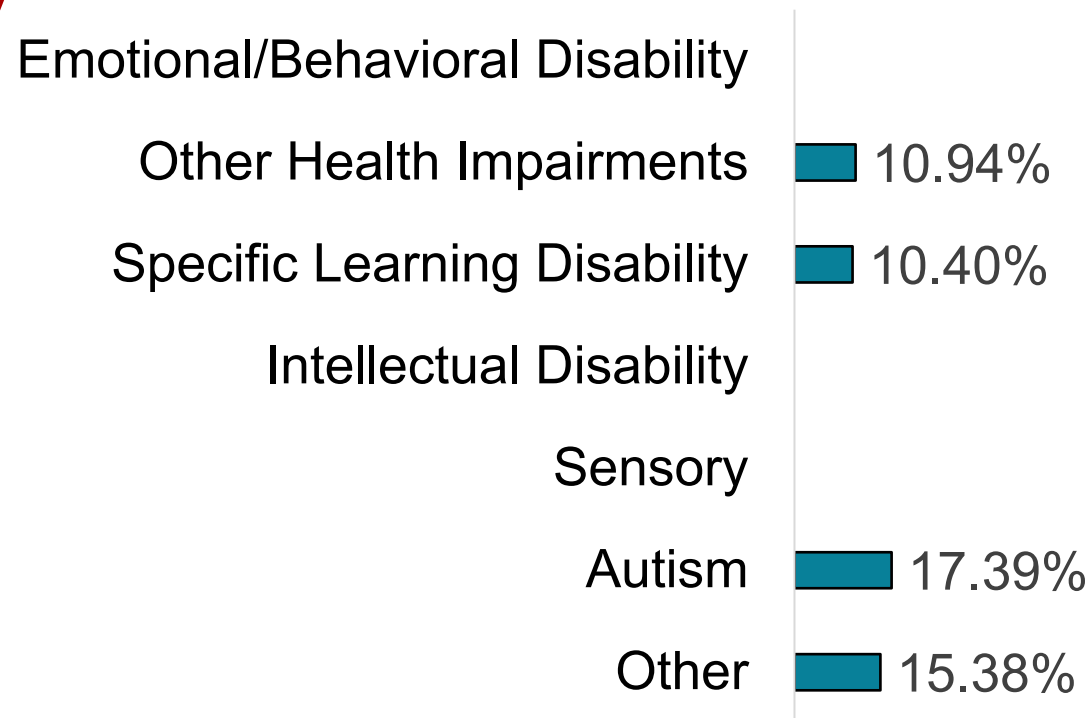
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	<10	N/A	N/A	N/A	N/A
OHI	64	10.94%	32.81%	4.69%	15.63%
SLD	173	10.40%	39.88%	1.73%	23.70%
ID	<10	N/A	N/A	N/A	N/A
Sensory	<10	N/A	N/A	N/A	N/A
Autism	23	17.39%	4.35%	8.70%	30.43%
Other	13	15.38%	0.00%	0.00%	23.08%

(CCTS 2023, Unpublished raw data)

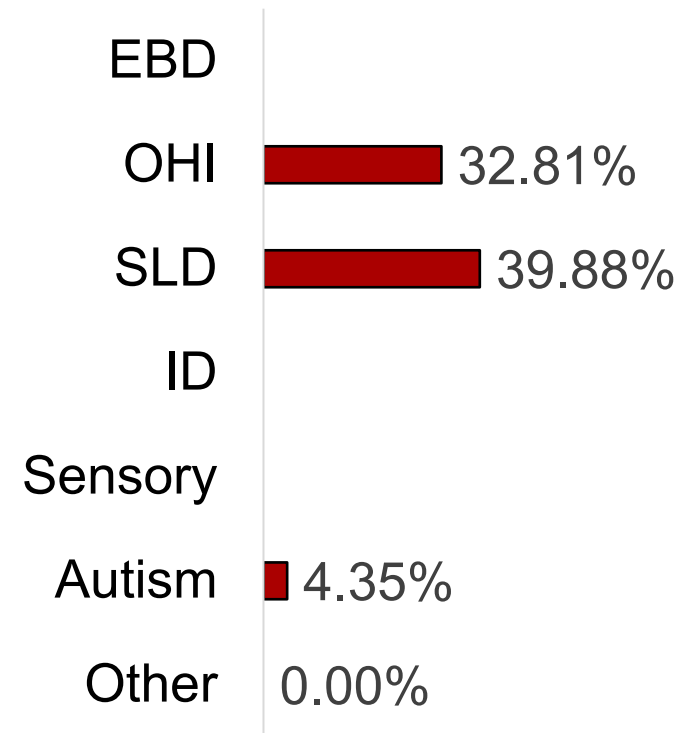
Engagement Outcomes by Disability Categories, 2020-21

ESD 171 graphs (1 of 2)

Higher Education



Competitive Employment

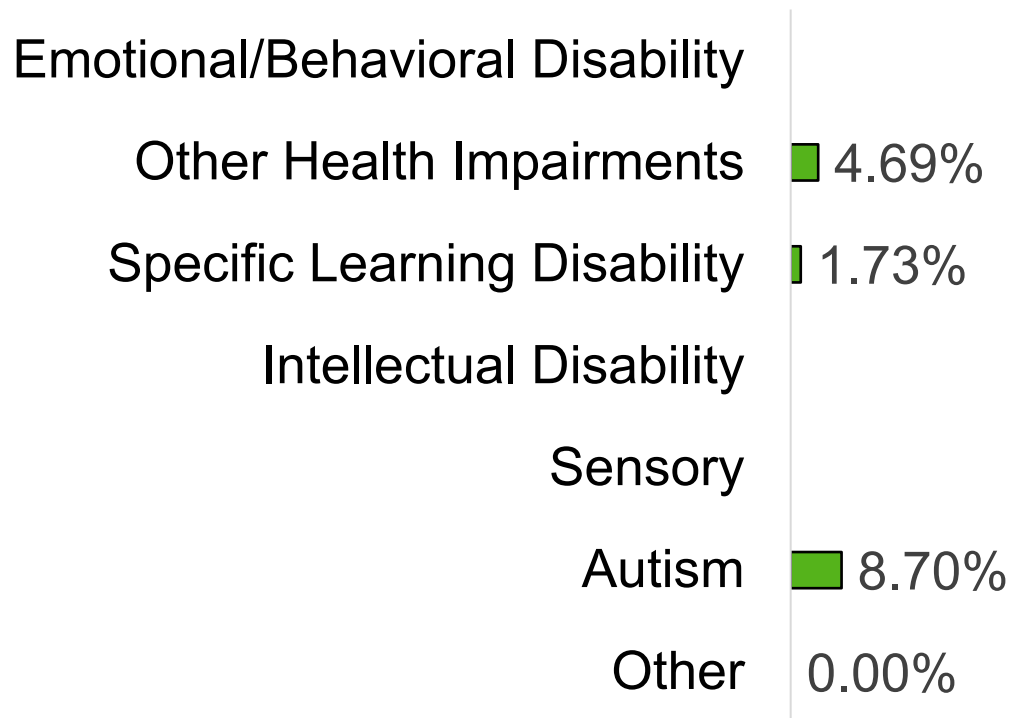


(CCTS 2023, Unpublished raw data)

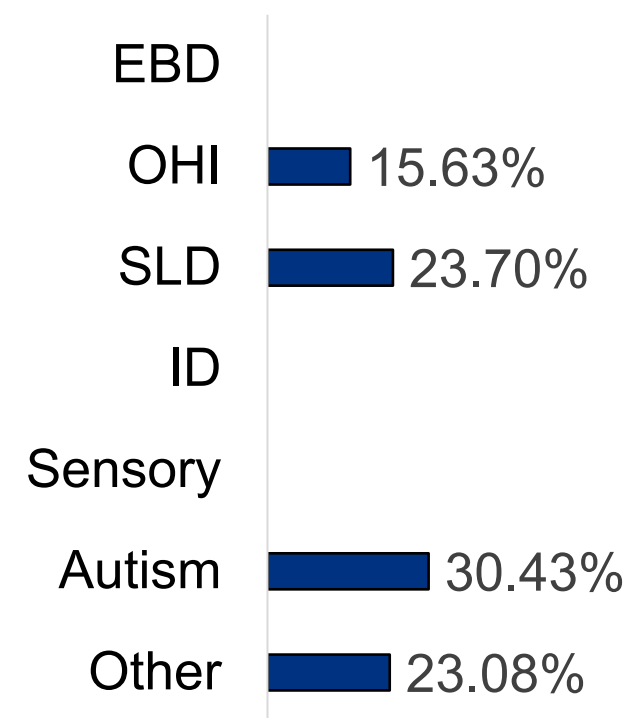
Engagement Outcomes by Disability Categories, 2020-21

ESD 171 graphs (2 of 2)

Other Education



Other Employment



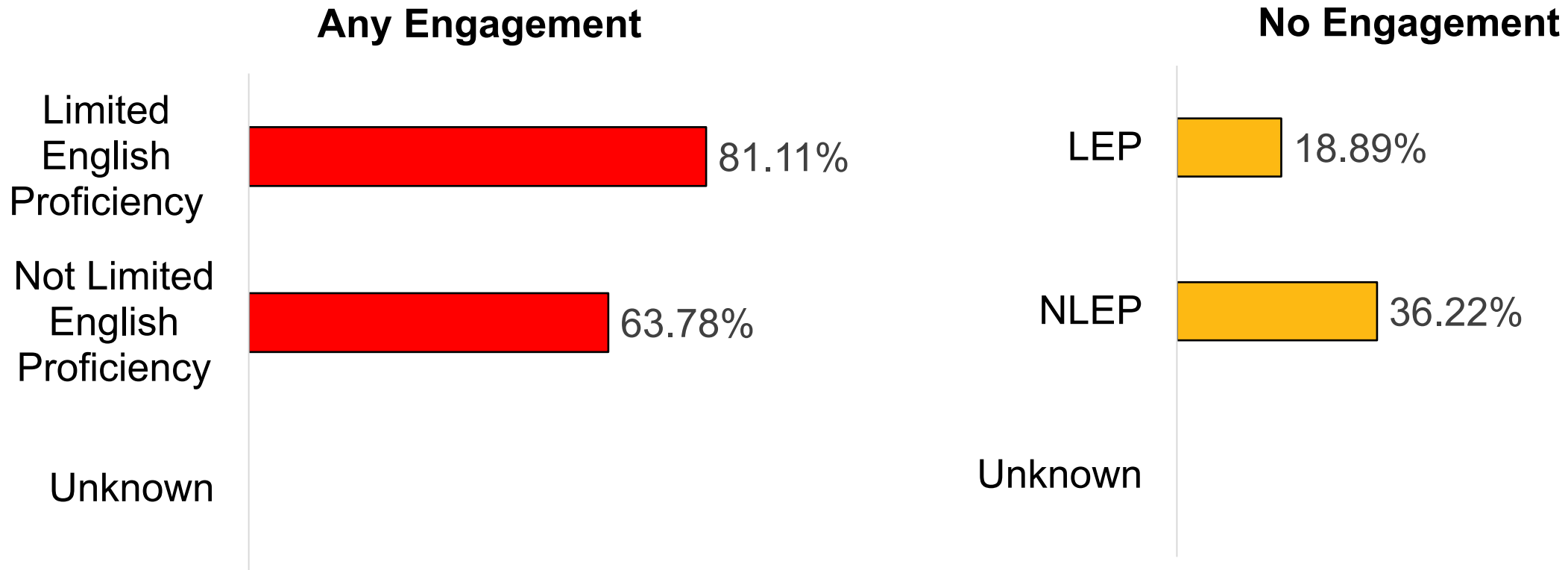
(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 171 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	90	81.11%	18.89%
Not Limited English Proficiency (NLEP)	196	63.78%	36.22%
Unknown	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)

Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 171 graphs



(CCTS 2023, Unpublished raw data)

Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 171 data table

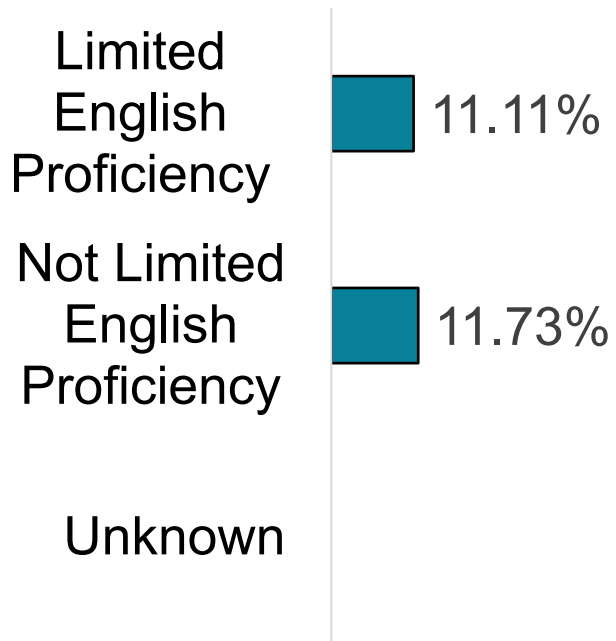
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	90	11.11%	44.44%	1.11%	24.44%
NLEP	196	11.73%	28.57%	3.57%	19.90%
Unknown	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

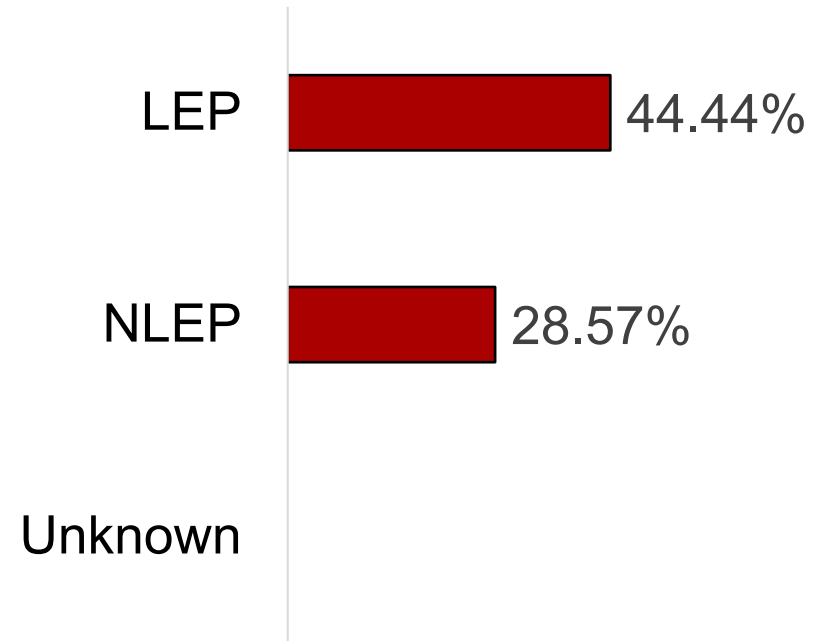
Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 171 graphs (1 of 2)

Higher Education



Competitive Employment

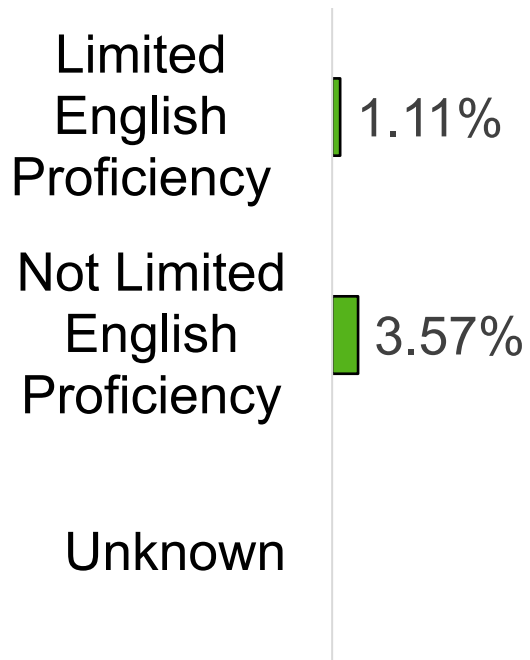


(CCTS 2023, Unpublished raw data)

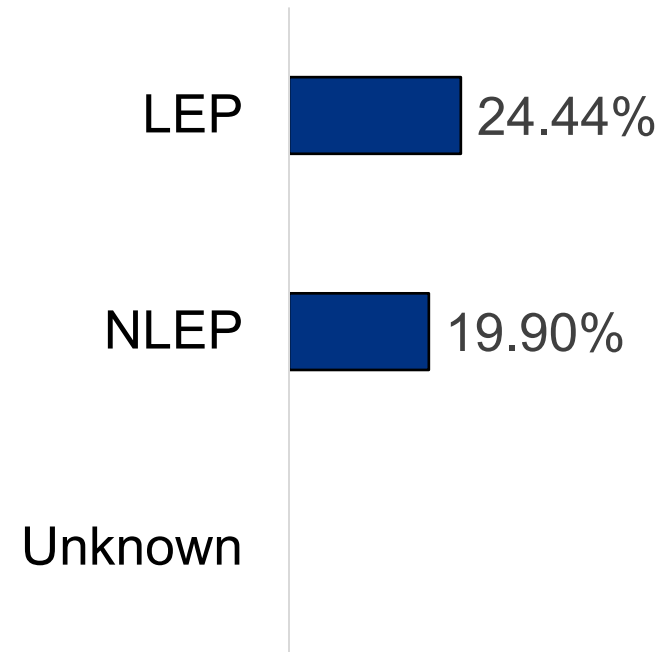
Engagement Outcomes by Language Proficiency Categories, 2020-21

ESD 171 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 171, 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-f783fcec2&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



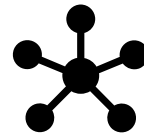
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OSPI's Priorities for Improving Outcomes for Students with Disabilities



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