



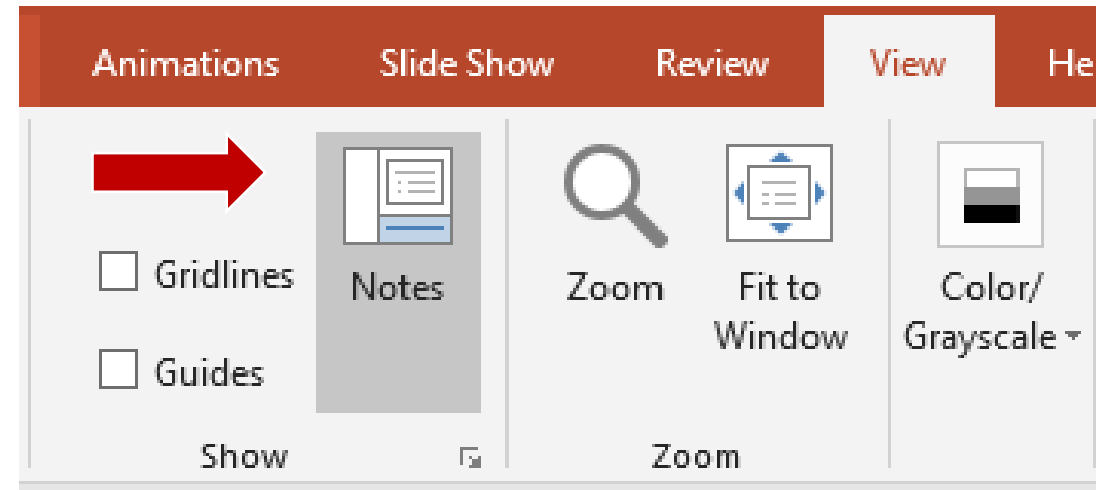
# Post-School Outcome Data Summary

ESD 189, 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)

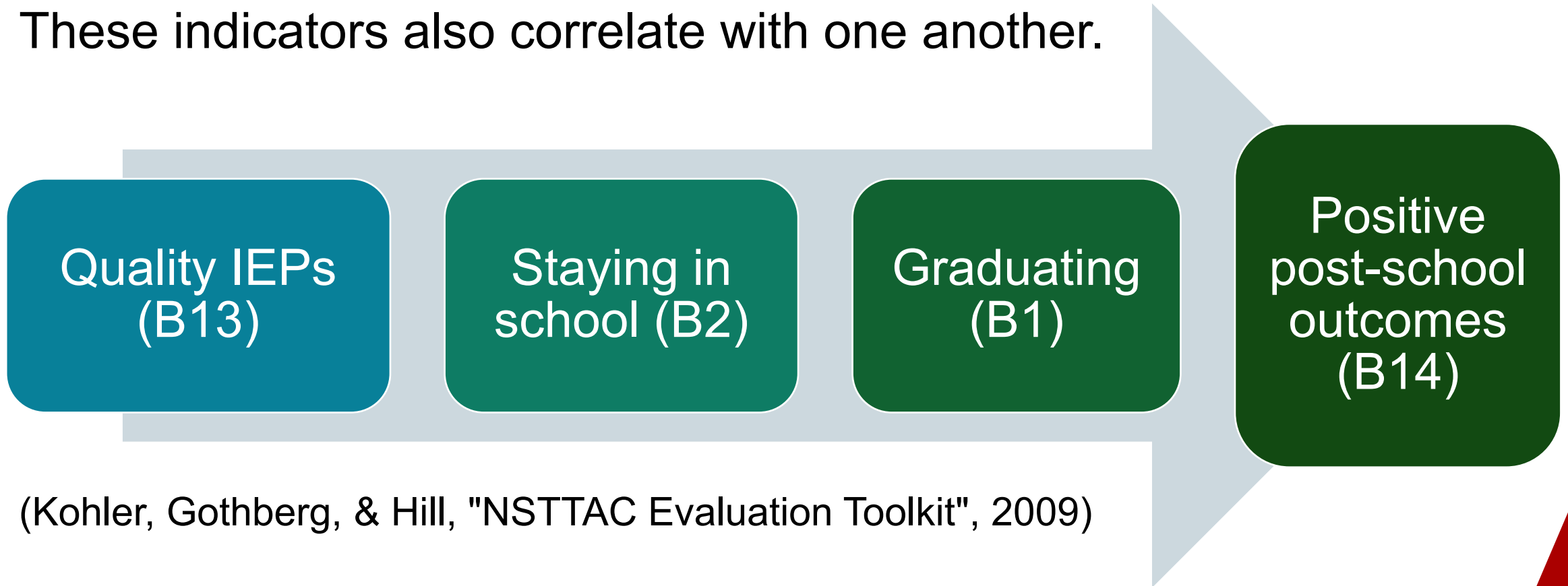
## Requirement

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 189?

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



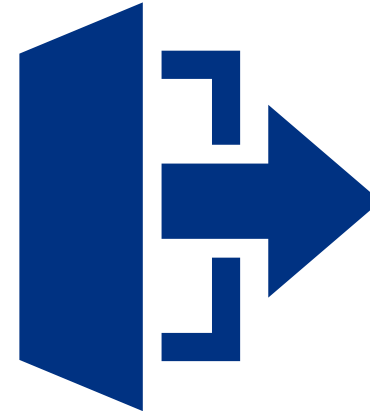
Survey questions are answered by former special education students (“leavers”), one year after exiting high school



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

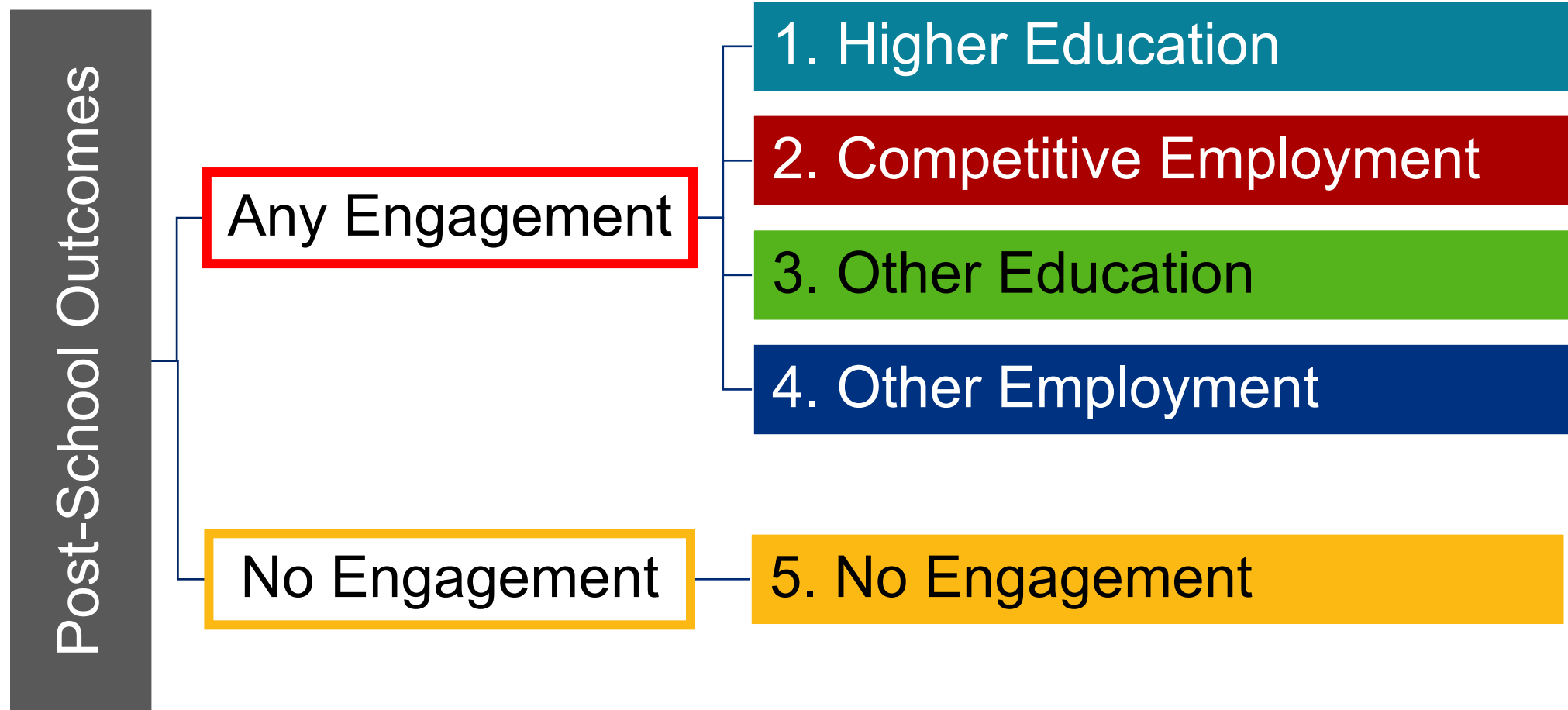
- **Responders/respondents (Resp'ts)**

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

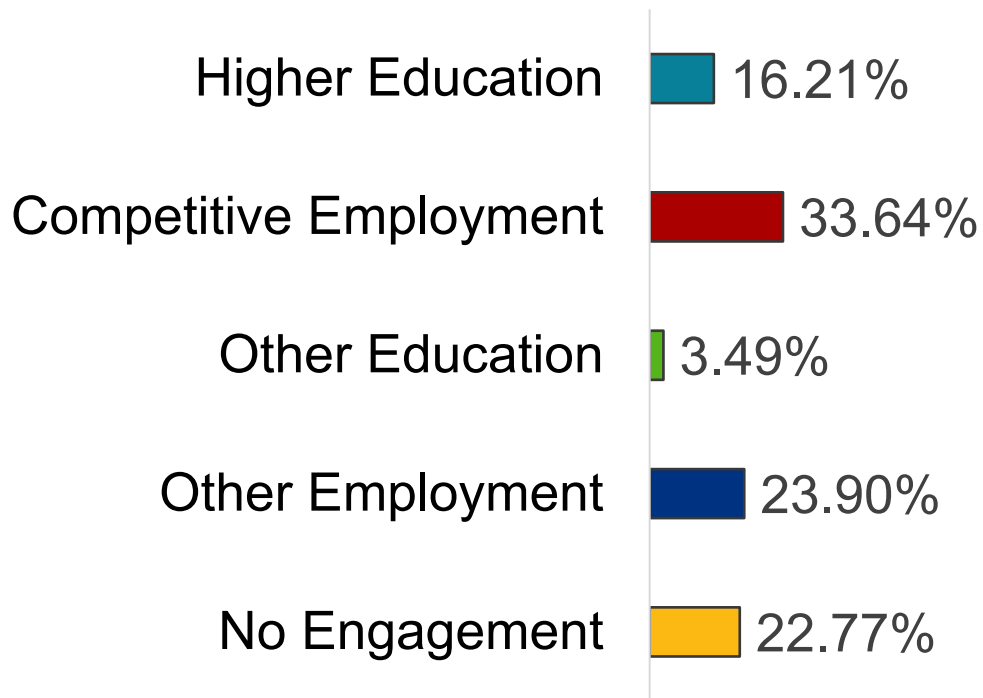
ESD Name	Total number of 2020-21 leavers	Total number of respondents (resp'ts)	Survey response rate
ESD 189	1,300	975	75.00%
Washington state	7,938	6,261	78.87%

ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 189	975	16.21%	33.64%	3.49%	23.90%	22.77%
Washington state	6,261	16.87%	30.75%	3.91%	22.74%	25.73%

# Post-School Outcomes, 2020-21

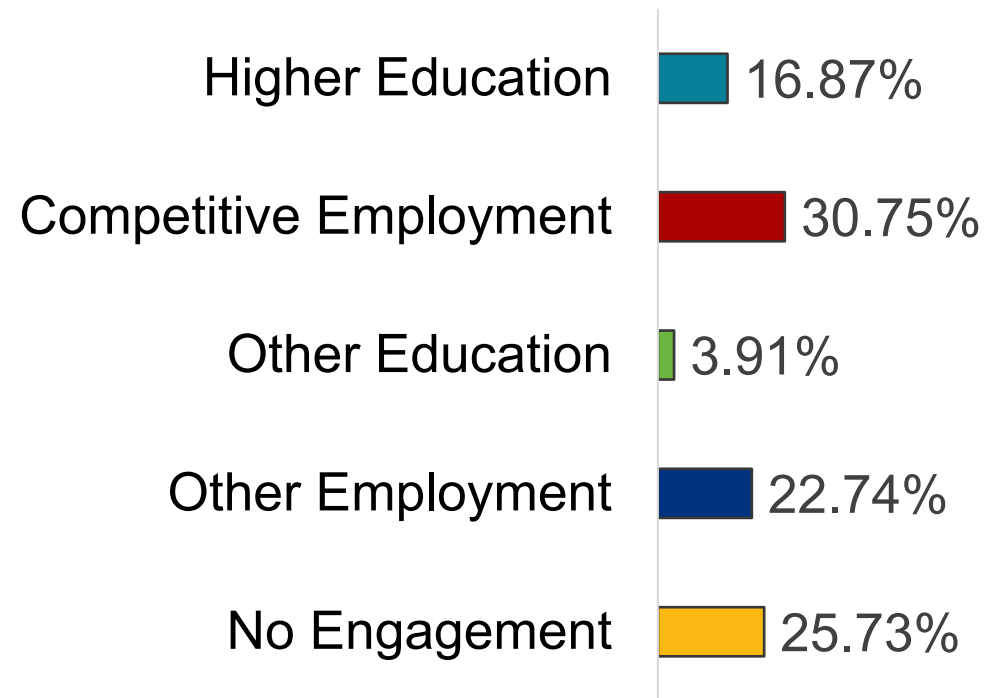
## ESD and Washington state graphs

**ESD 189**



(CCTS 2023, Unpublished raw data)

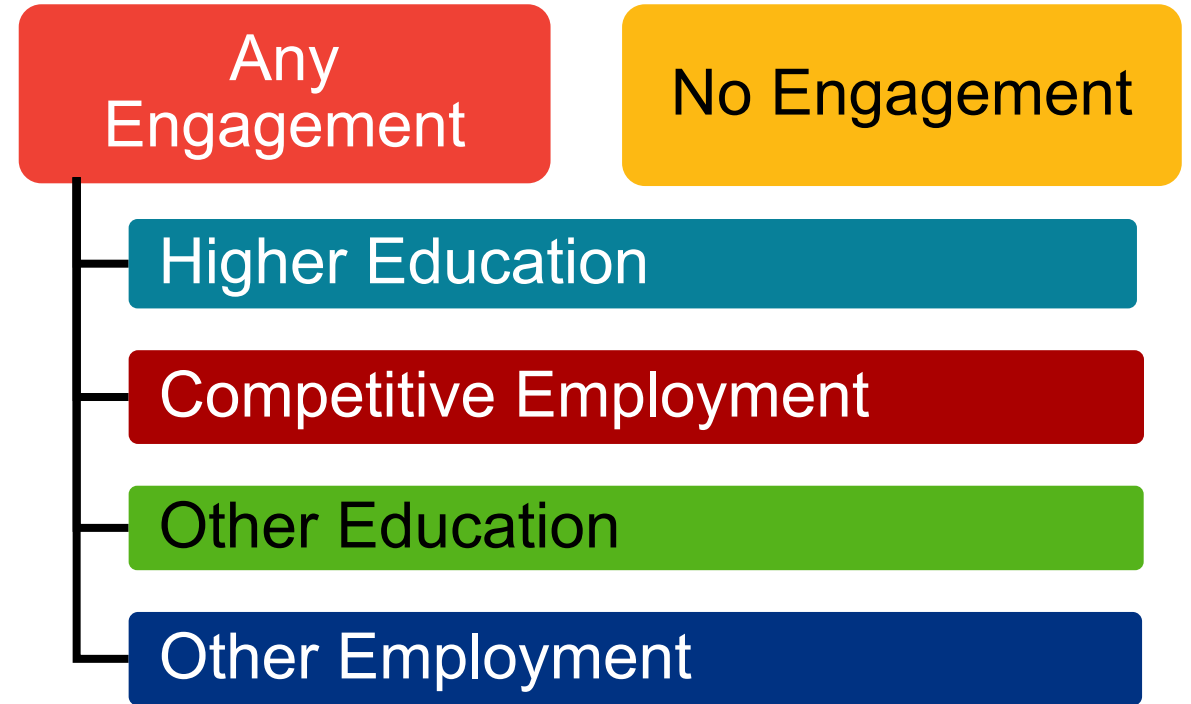
**Washington state**



(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

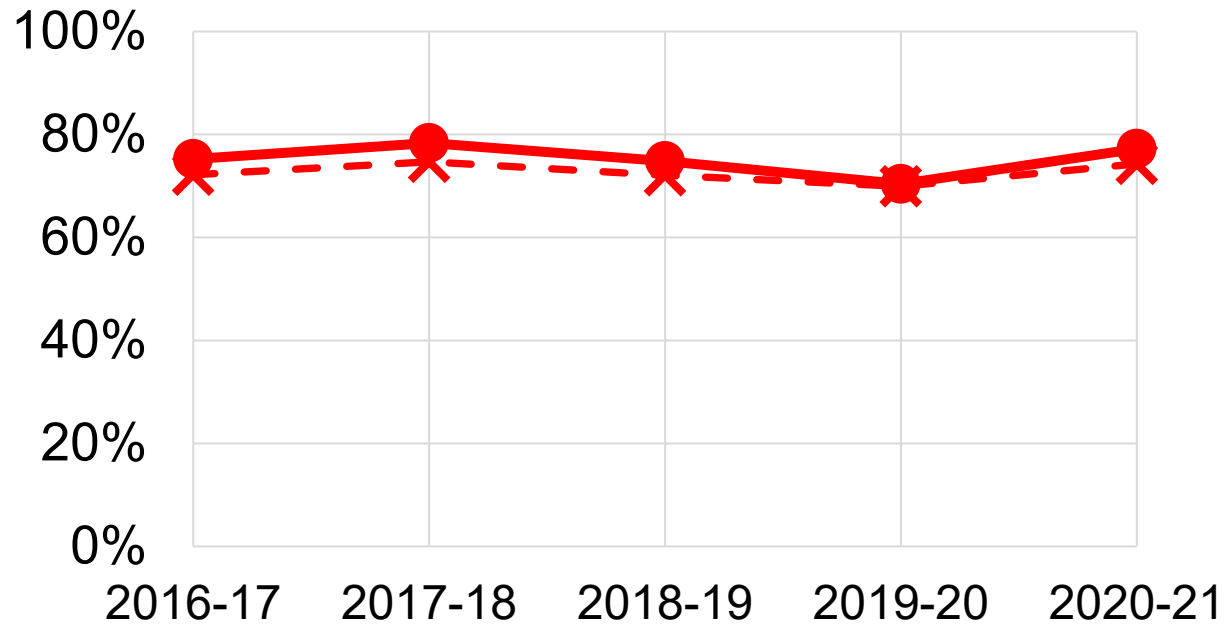
ESD Name	Leaver Year	Resp'ts	Any Engagement	No Engagement
ESD 189	2020-21	975	77.23%	22.77%
Washington state	2020-21	6,261	74.27%	25.73%
ESD 189	2019-20	1,168	70.38%	29.62%
Washington state	2019-20	7,170	69.93%	30.07%
ESD 189	2018-19	1,088	74.82%	25.18%
Washington state	2018-19	6,867	72.07%	27.93%
ESD 189	2017-18	1,112	78.33%	21.67%
Washington state	2017-18	6,825	74.68%	25.32%
ESD 189	2016-17	1,022	75.24%	24.76%
Washington state	2016-17	6,475	72.17%	27.83%

# Any vs. No Engagement, Five-Year Overview

## ESD and Washington state graphs

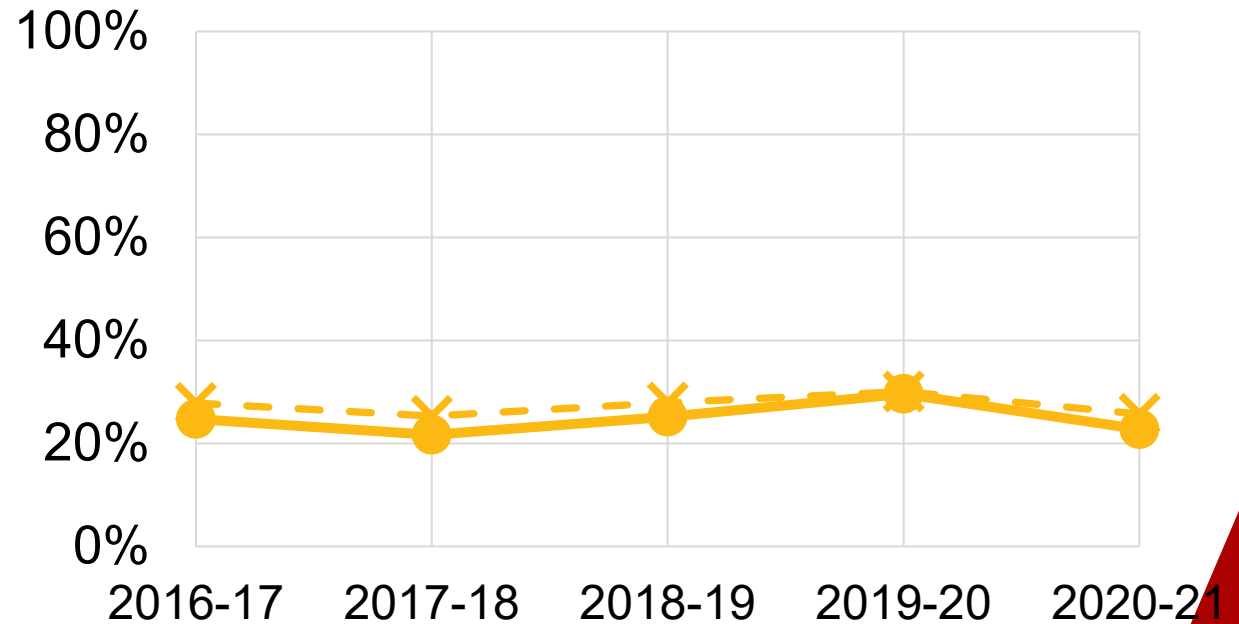
### Any Engagement

● ESD 189    ✕ Washington state



### No Engagement

● ESD 189    ✕ Washington state



(CCTS 2023, Unpublished raw data)

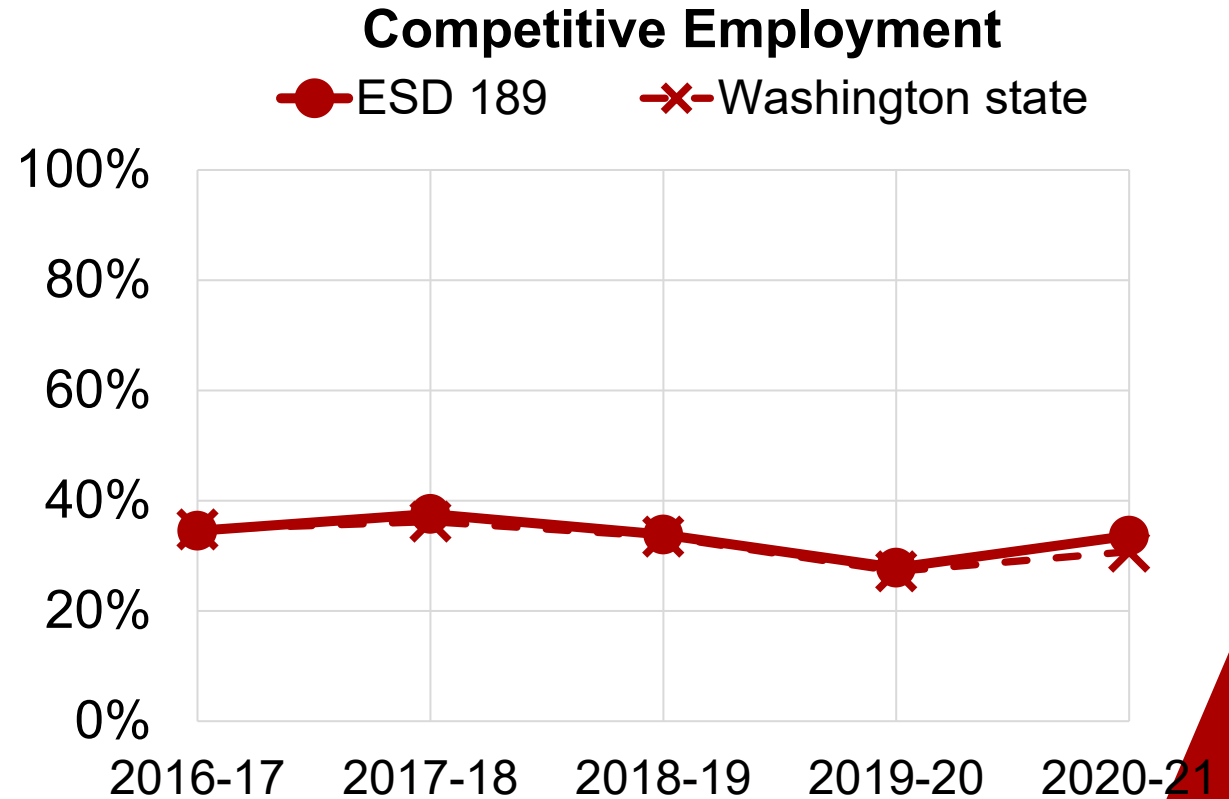
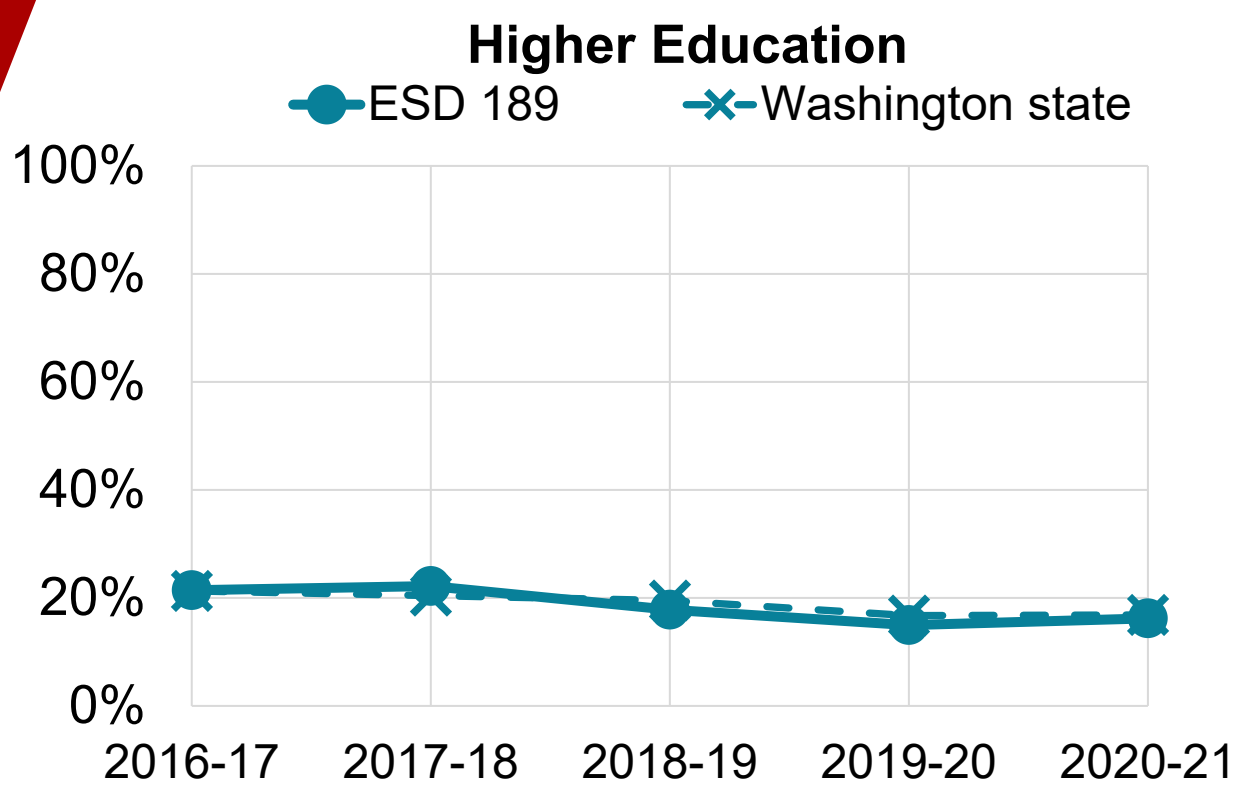
# Engagement Outcomes, Five-Year Overview, 2020-21

## ESD and Washington state data table

ESD Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
ESD 189	2020-21	975	16.21%	33.64%	3.49%	23.90%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
ESD 189	2019-20	1,168	14.98%	27.83%	4.54%	23.03%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
ESD 189	2018-19	1,088	17.83%	33.82%	4.69%	18.47%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
ESD 189	2017-18	1,112	22.21%	37.59%	3.51%	15.02%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
ESD 189	2016-17	1,022	21.43%	34.54%	2.54%	16.73%
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)



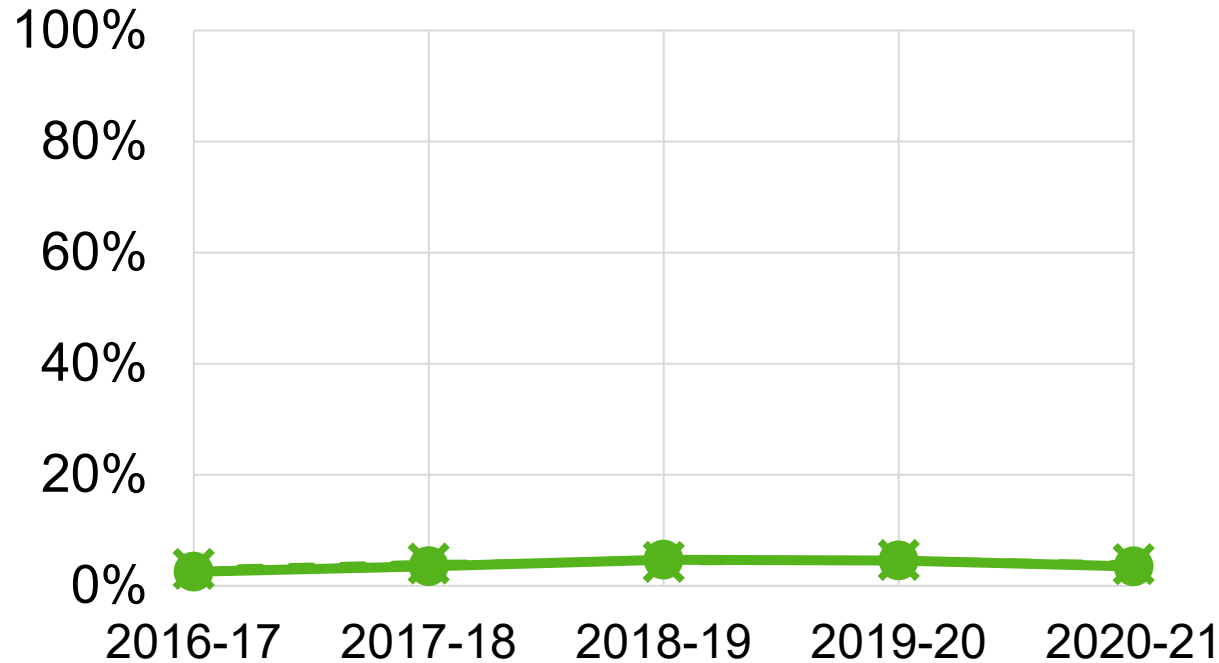
(CCTS 2023, Unpublished raw data)

# Engagement Outcomes, Five-Year Overview

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

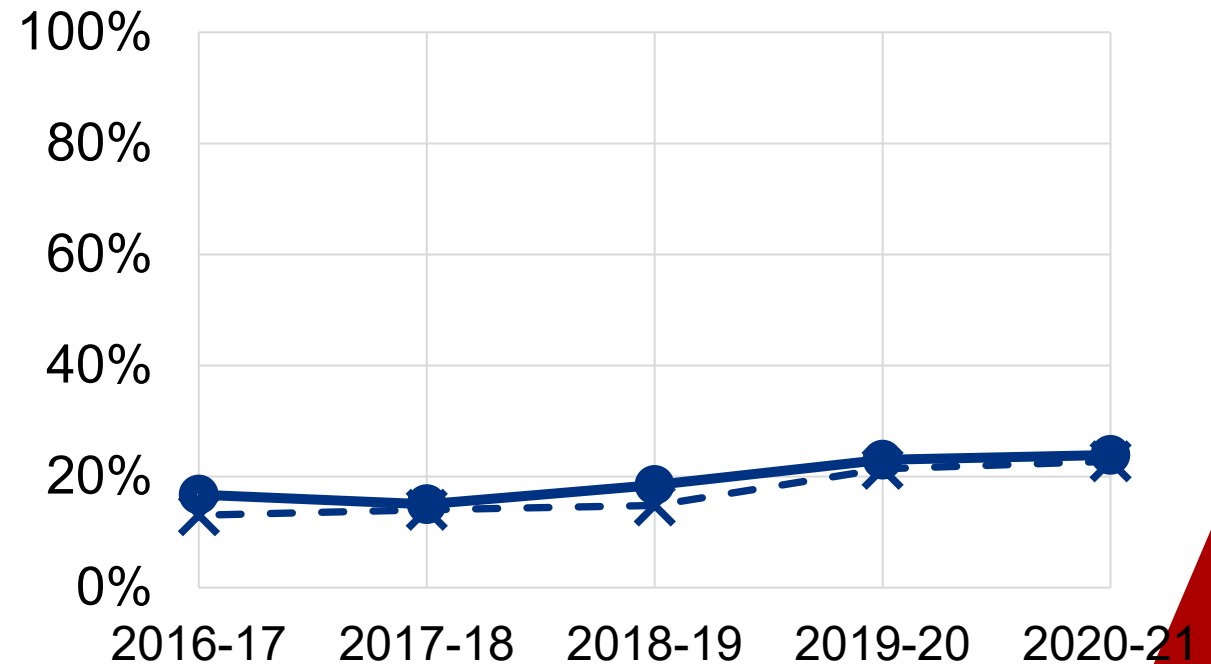
### Other Education

● ESD 189    ✕ Washington state



### Other Employment

● ESD 189    ✕ Washington state



(CCTS 2023, Unpublished raw data)

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

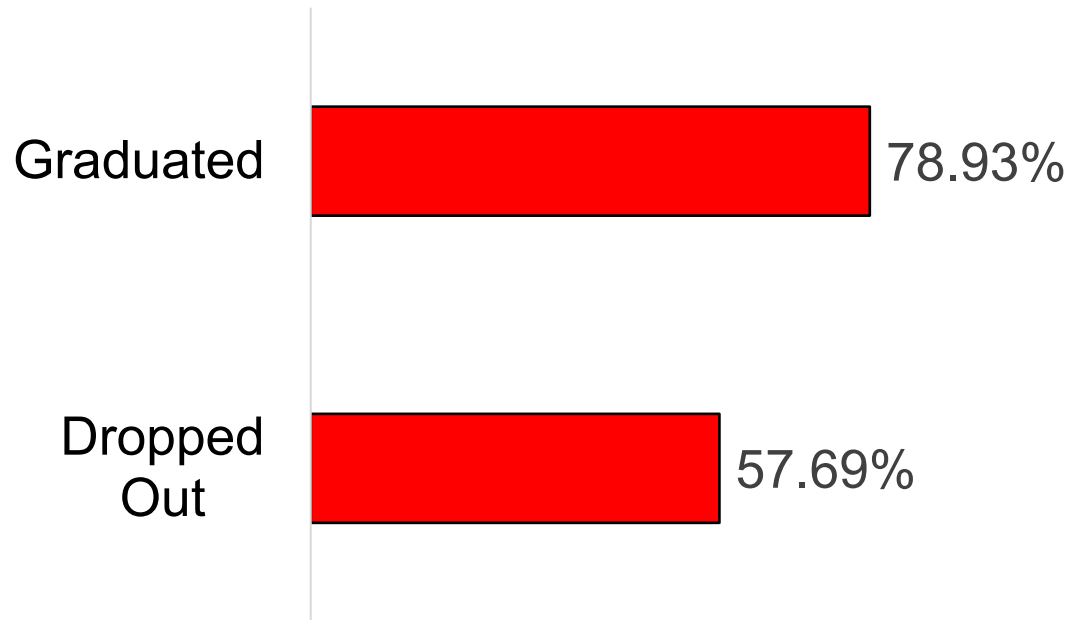
## ESD 189 data table

<b>Exit Category</b>	<b>Respondents</b>	<b>Any Engagement</b>	<b>No Engagement</b>
Graduated	897	78.93%	21.07%
Dropped Out	78	57.69%	42.31%

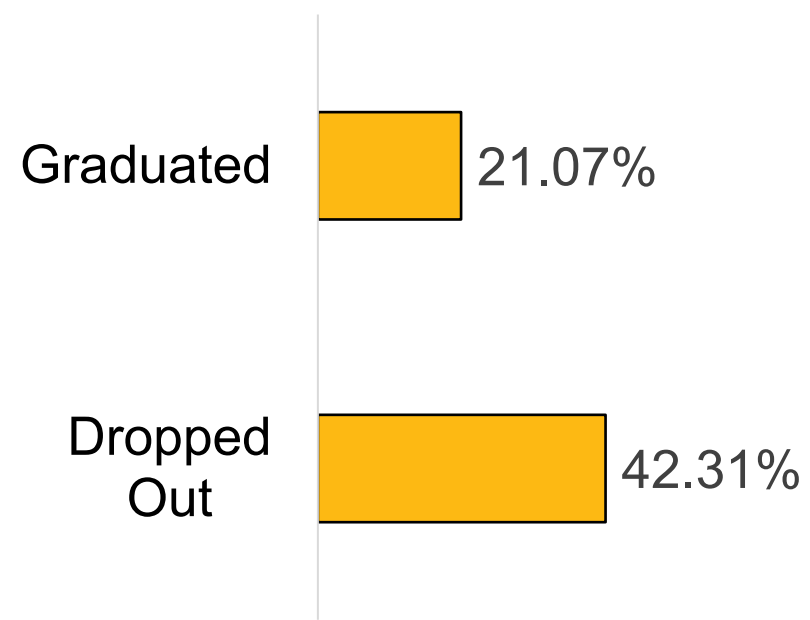
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Exit Categories, 2020-21 ESD 189 graphs

## Any Engagement



## No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Exit Categories, 2020-21

## ESD 189 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	897	17.61%	33.67%	3.57%	24.08%
Dropped Out	78	0.00%	33.33%	2.56%	21.79%

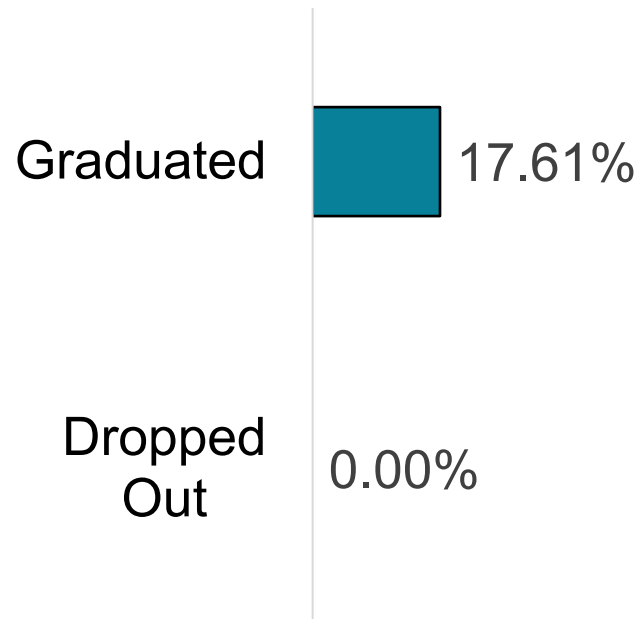
(CCTS 2023, Unpublished raw data)



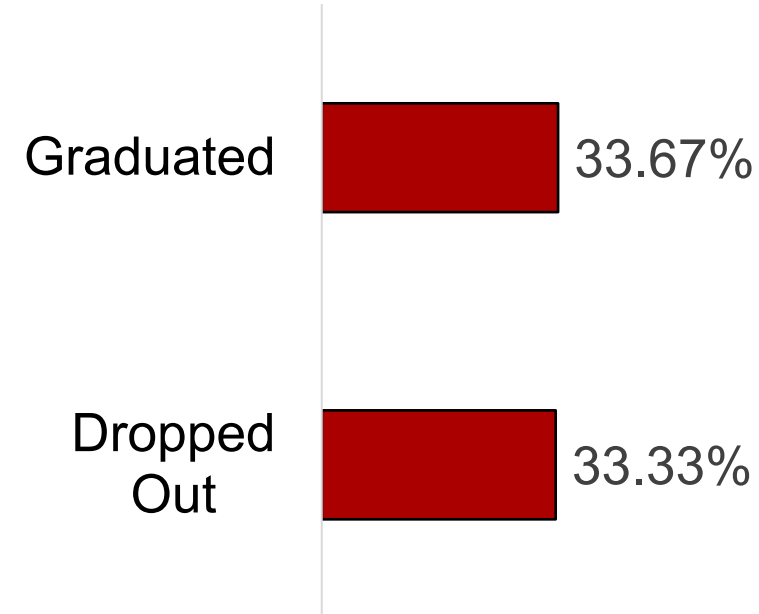
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 189 graphs (1 of 2)

### Higher Education



### Competitive Employment

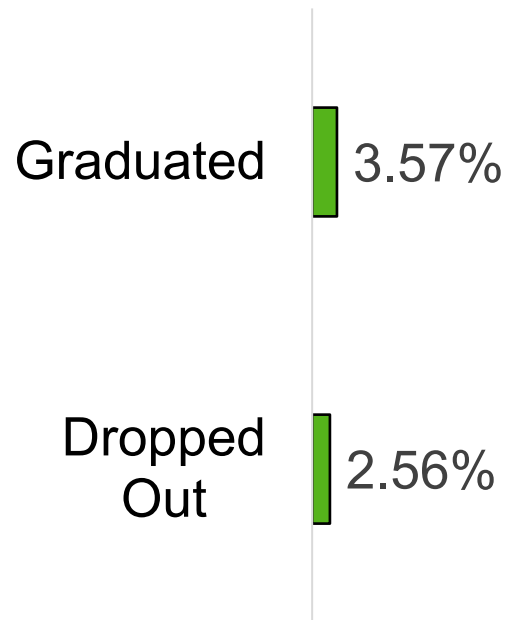


(CCTS 2023, Unpublished raw data)

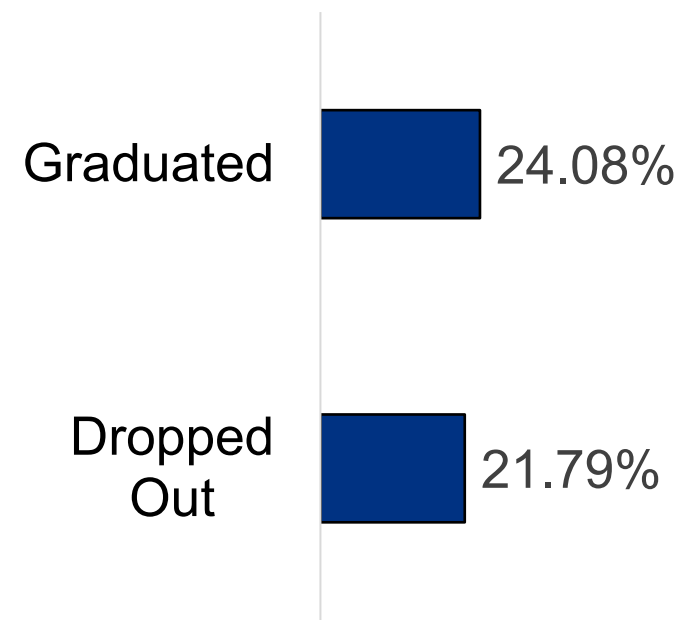
# Engagement Outcomes by Exit Categories, 2020-21

## ESD 189 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

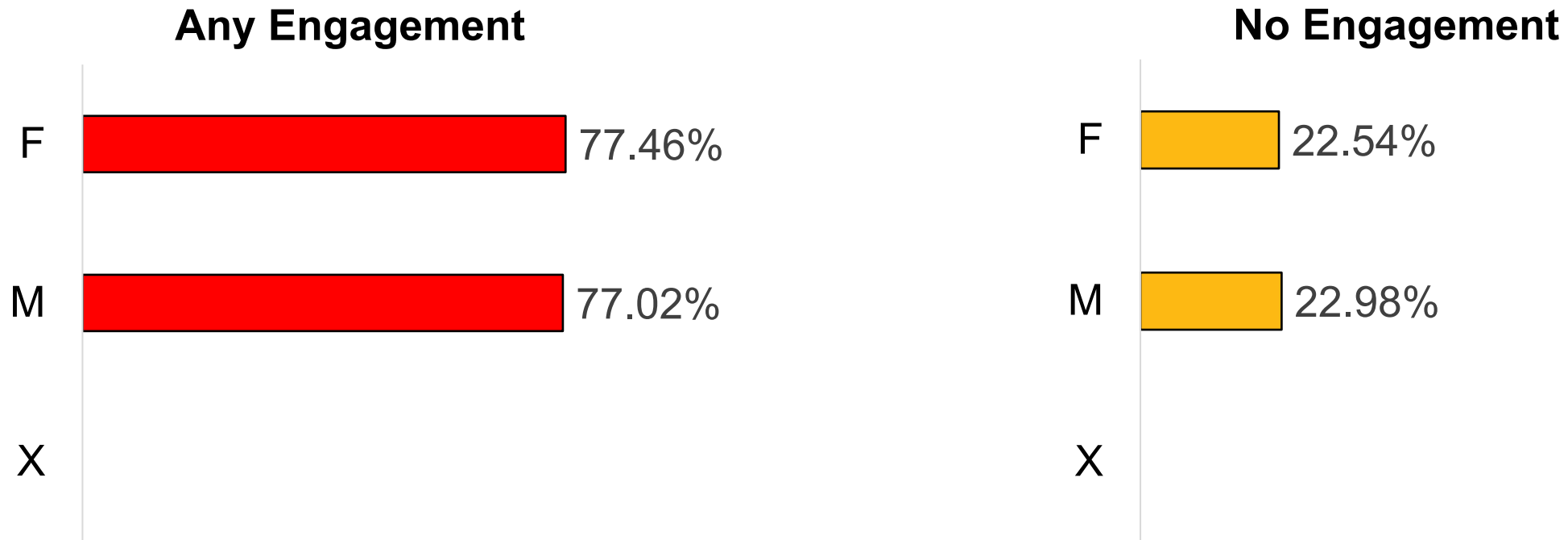
# Any vs. No Engagement by Gender Categories, 2020-21 ESD 189 data table

Gender Category	Respondents	Any Engagement	No Engagement
F	355	77.46%	22.54%
M	618	77.02%	22.98%
X	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)

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

## ESD 189 graphs



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Gender Categories, 2020-21

## ESD 189 data table

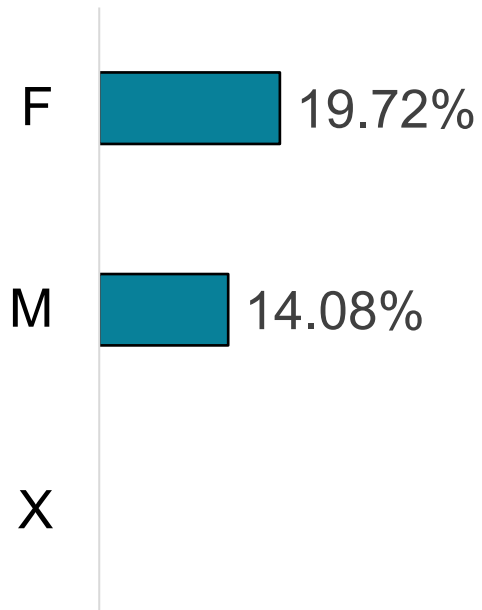
<b>Gender Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
F	355	19.72%	28.45%	3.66%	25.63%
M	618	14.08%	36.57%	3.40%	22.98%
X	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

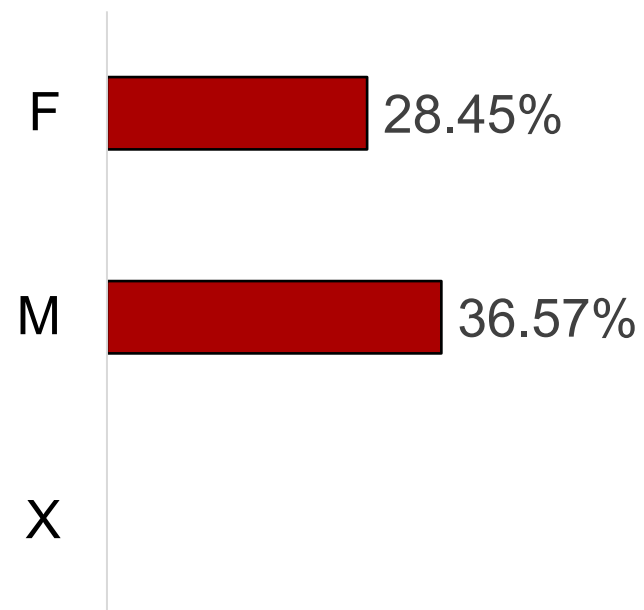
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 189 graphs (1 of 2)

### Higher Education



### Competitive Employment

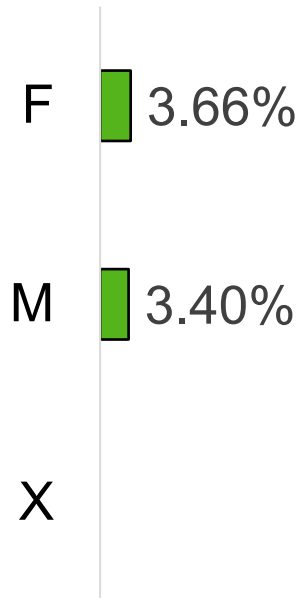


(CCTS 2023, Unpublished raw data)

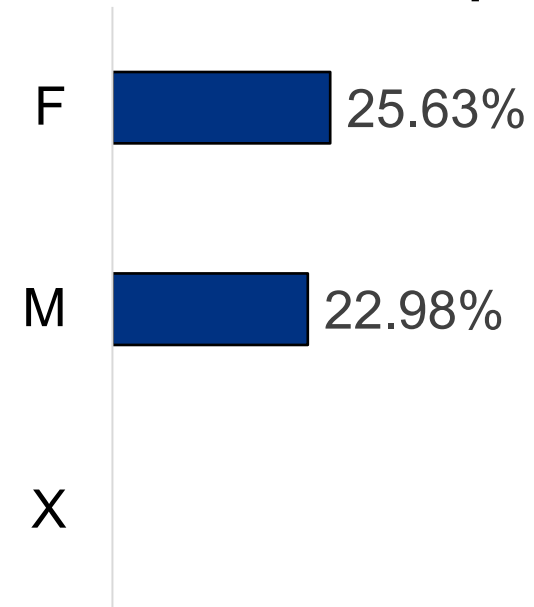
# Engagement Outcomes by Gender Categories, 2020-21

## ESD 189 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

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

## ESD 189 data tables

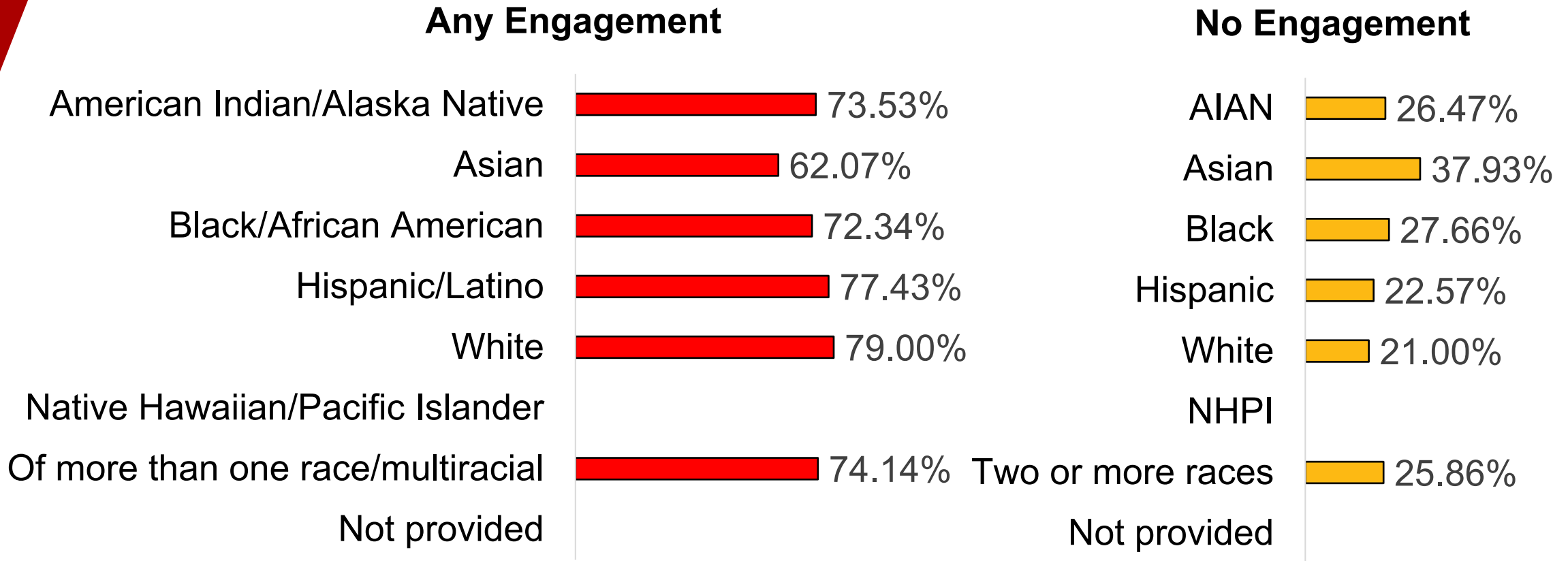
Race/Ethnicity Category	Resp'ts	Any Engagement	No Engagement
American Indian/Alaska Native (AIAN)	34	73.53%	26.47%
Asian	29	62.07%	37.93%
Black/African American	47	72.34%	27.66%
Hispanic/Latino	257	77.43%	22.57%
White	538	79.00%	21.00%
Native Hawaiian/Pacific Islander (NHPI)	<10	N/A	N/A
Of more than one race/multiracial (Two or more races)	58	74.14%	25.86%
Not provided	<10	N/A	N/A

(CCTS 2023, Unpublished raw data)



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

## ESD 189 graphs



(CCTS 2023, Unpublished raw data)

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

## ESD 189 data table

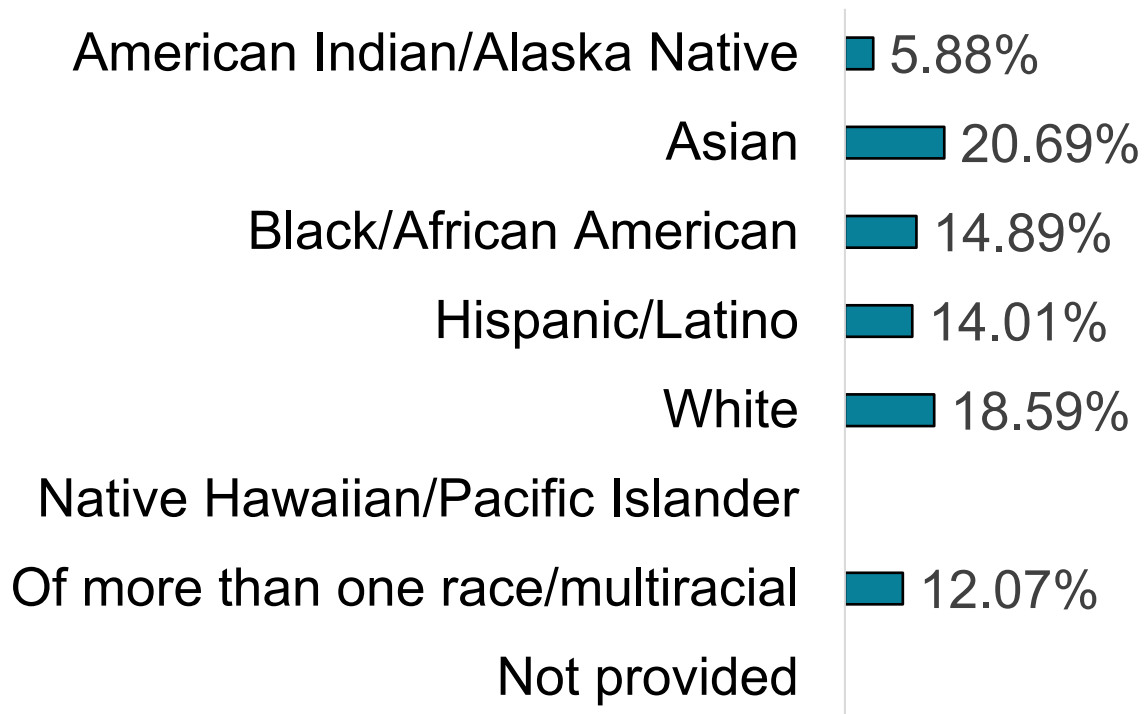
Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	34	5.88%	38.24%	5.88%	23.53%
Asian	29	20.69%	13.79%	3.45%	24.14%
Black	47	14.89%	19.15%	8.51%	29.79%
Hispanic	257	14.01%	38.91%	2.72%	21.79%
White	538	18.59%	32.90%	3.35%	24.16%
NHPI	<10	N/A	N/A	N/A	N/A
Two or more races	58	12.07%	36.21%	3.45%	22.41%
Not provided	<10	N/A	N/A	N/A	N/A

(CCTS 2023, Unpublished raw data)

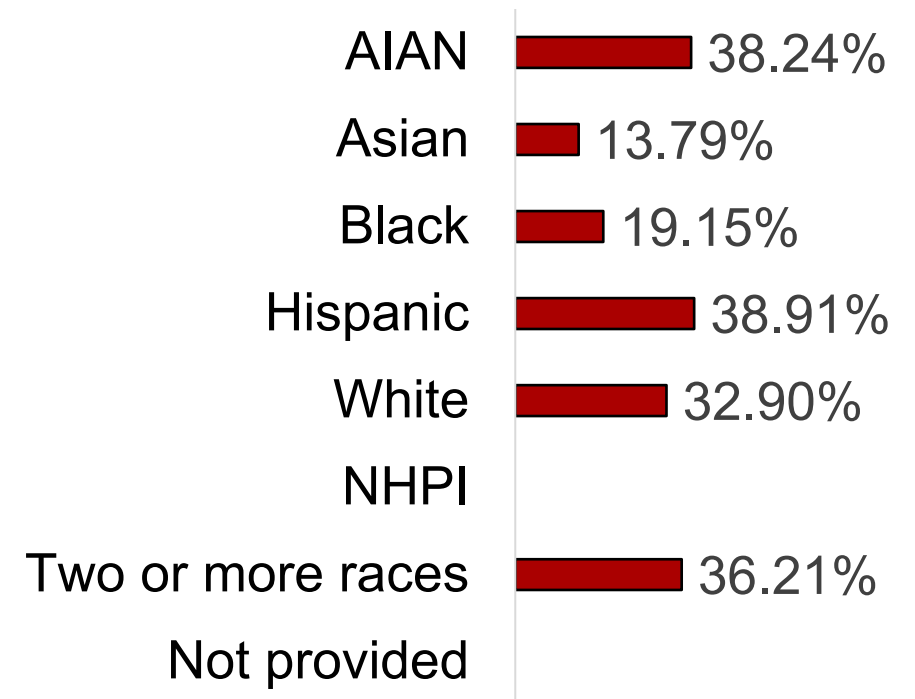
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 189 graphs (1 of 2)

### Higher Education



### Competitive Employment

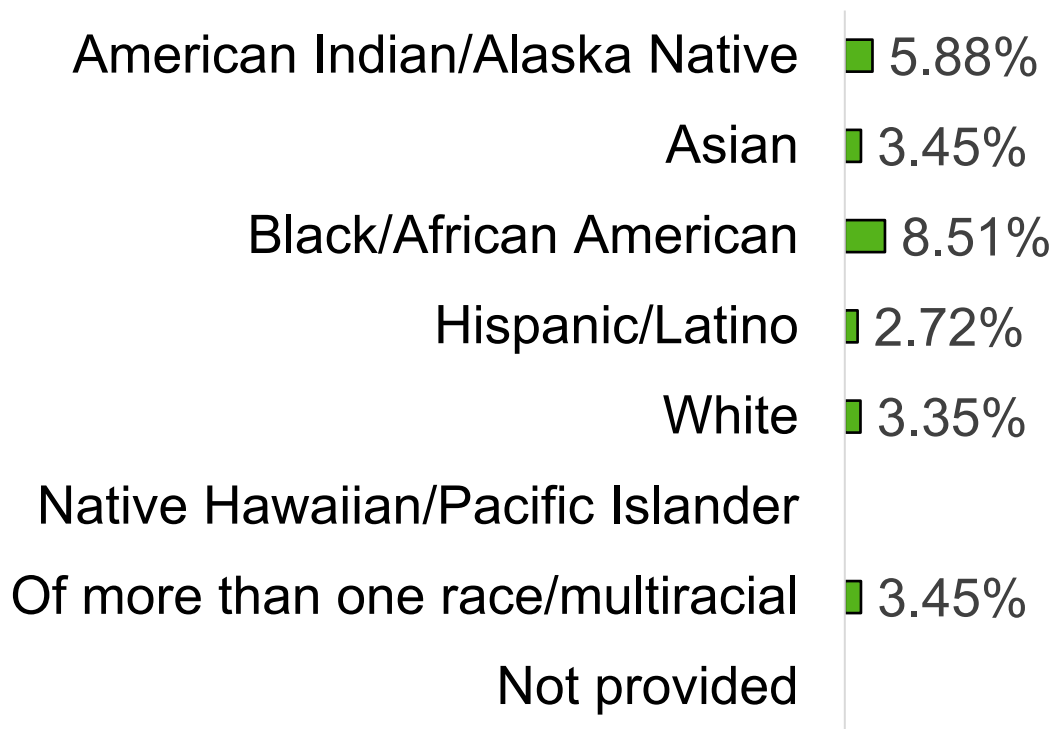


(CCTS 2023, Unpublished raw data)

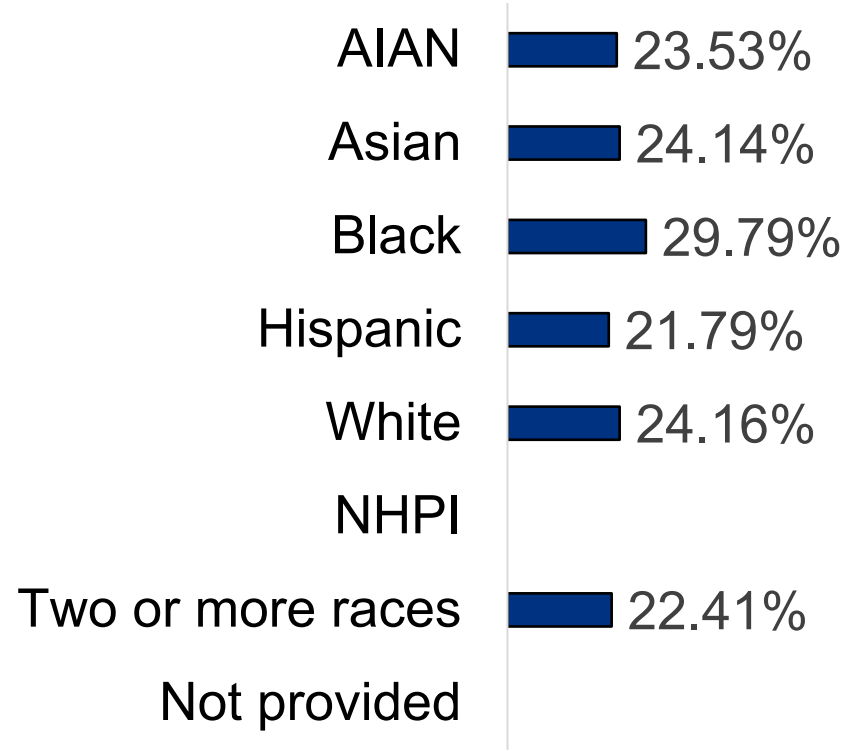
# Engagement Outcomes by Race/Ethnicity Categories, 2020-21

## ESD 189 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Disability Categories, 2020-21 ESD 189 data tables

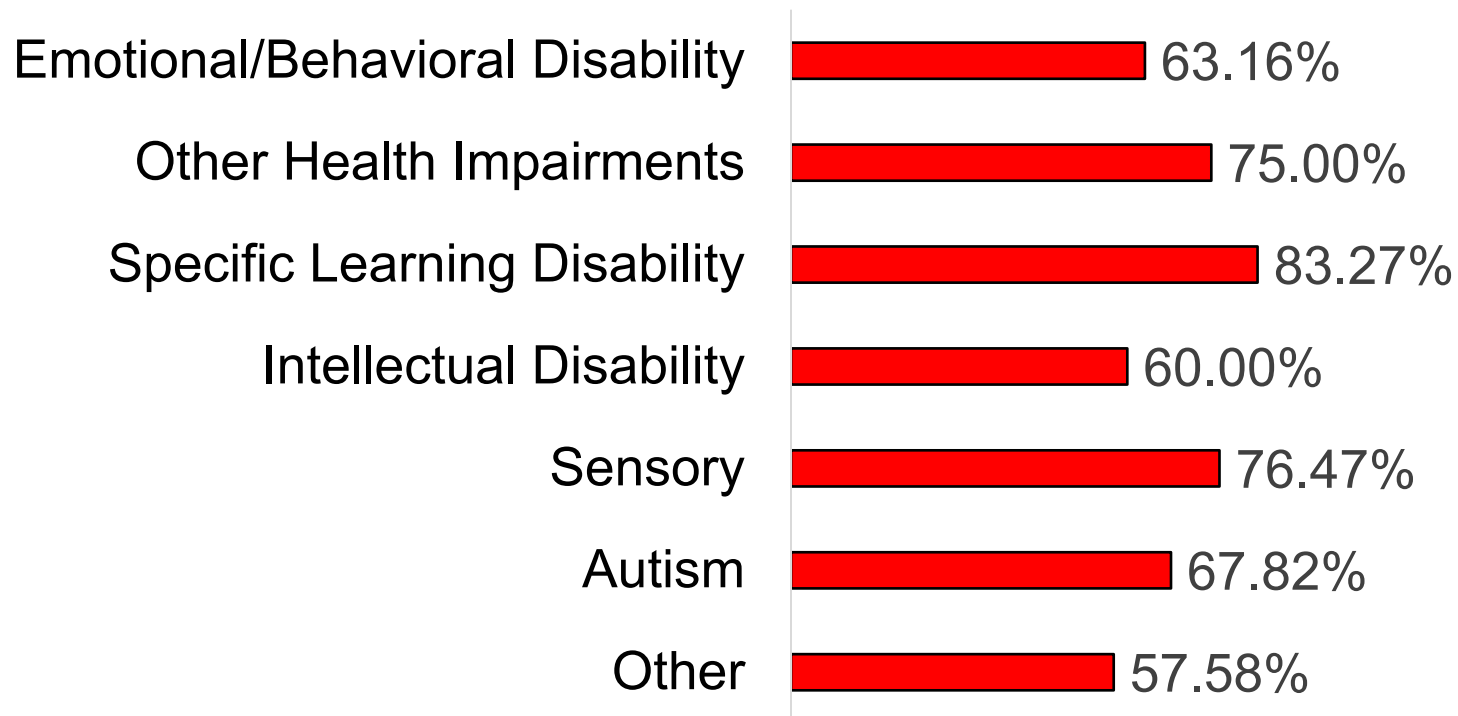
Disability Category	Resp'ts	Any Engagement	No Engagement
Emotional/Behavioral Disability (EBD)	38	63.16%	36.84%
Other Health Impairments (OHI)	284	75.00%	25.00%
Specific Learning Disability (SLD)	496	83.27%	16.73%
Intellectual Disability (ID)	20	60.00%	40.00%
Sensory	17	76.47%	23.53%
Autism	87	67.82%	32.18%
Other	33	57.58%	42.42%

(CCTS 2023, Unpublished raw data)

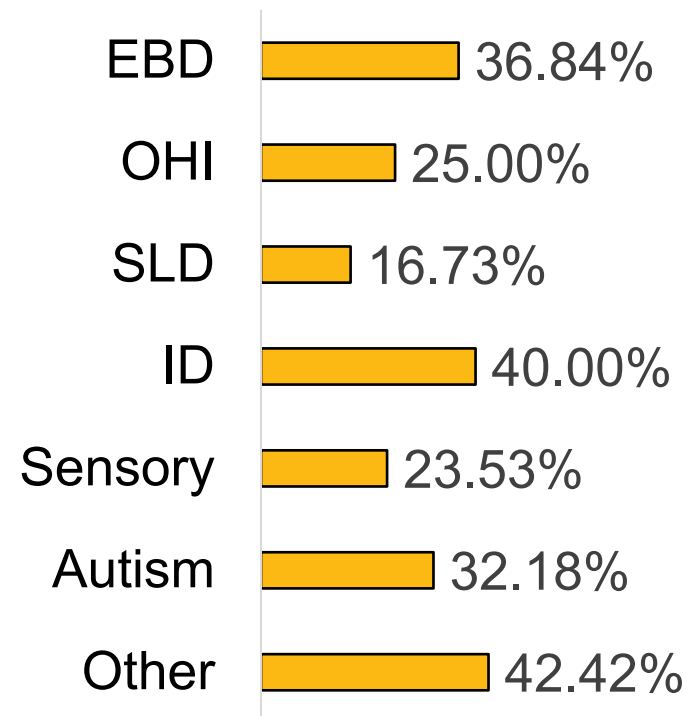
# Any vs. No Engagement by Disability Categories, 2020-21

## ESD 189 graphs

### Any Engagement



### No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Disability Categories, 2020-21

## ESD 189 data table

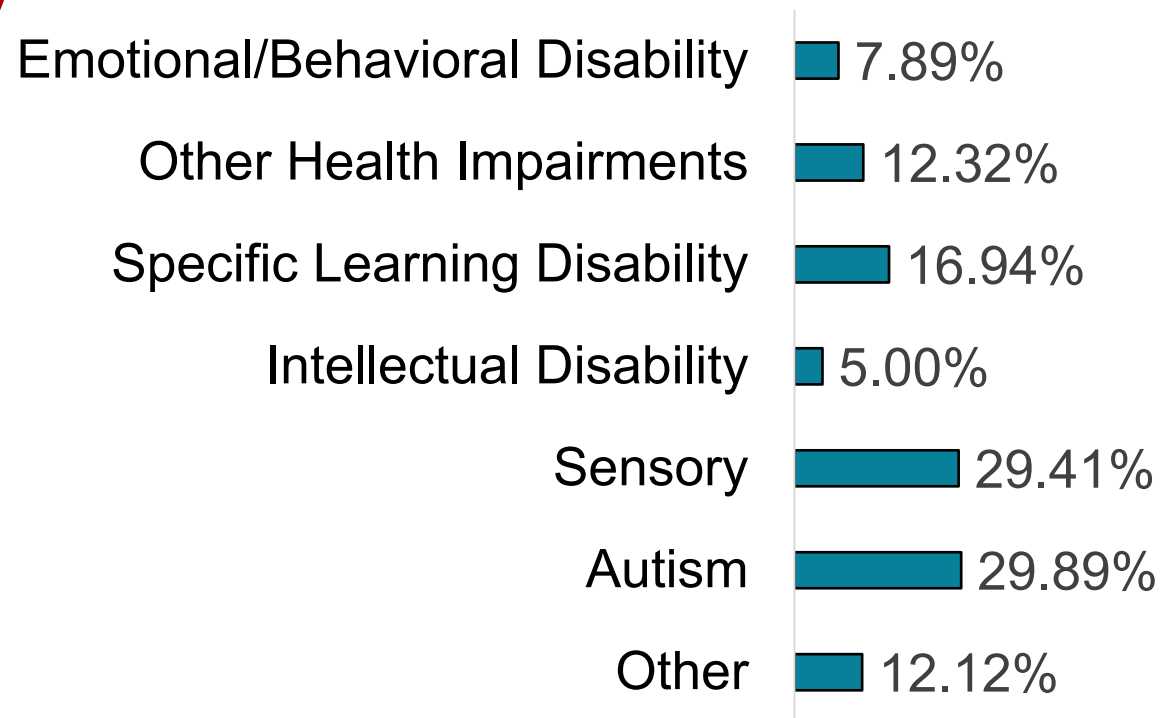
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	38	7.89%	21.05%	2.63%	31.58%
OHI	284	12.32%	36.97%	2.11%	23.59%
SLD	496	16.94%	38.91%	3.43%	23.99%
ID	20	5.00%	20.00%	0.00%	35.00%
Sensory	17	29.41%	11.76%	17.65%	17.65%
Autism	87	29.89%	13.79%	4.60%	19.54%
Other	33	12.12%	12.12%	9.09%	24.24%

(CCTS 2023, Unpublished raw data)

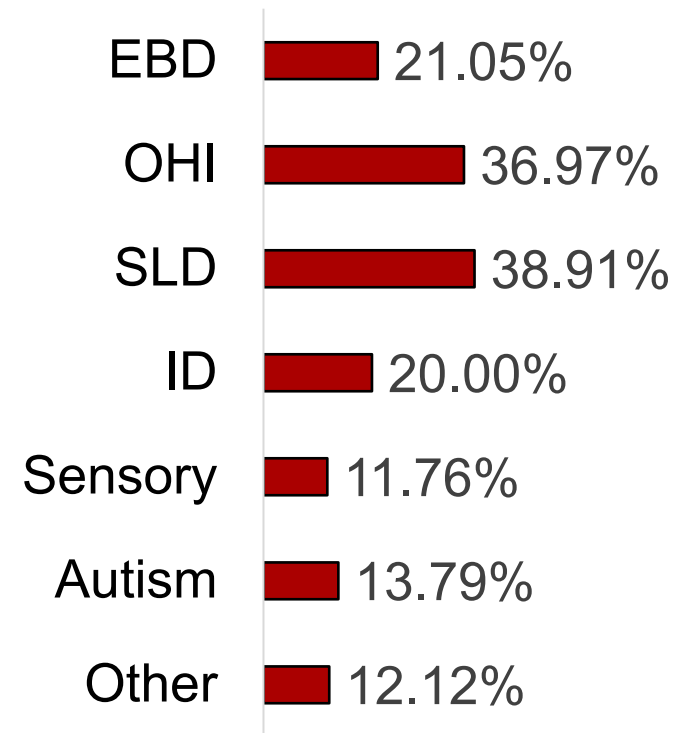
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 189 graphs (1 of 2)

### Higher Education



### Competitive Employment



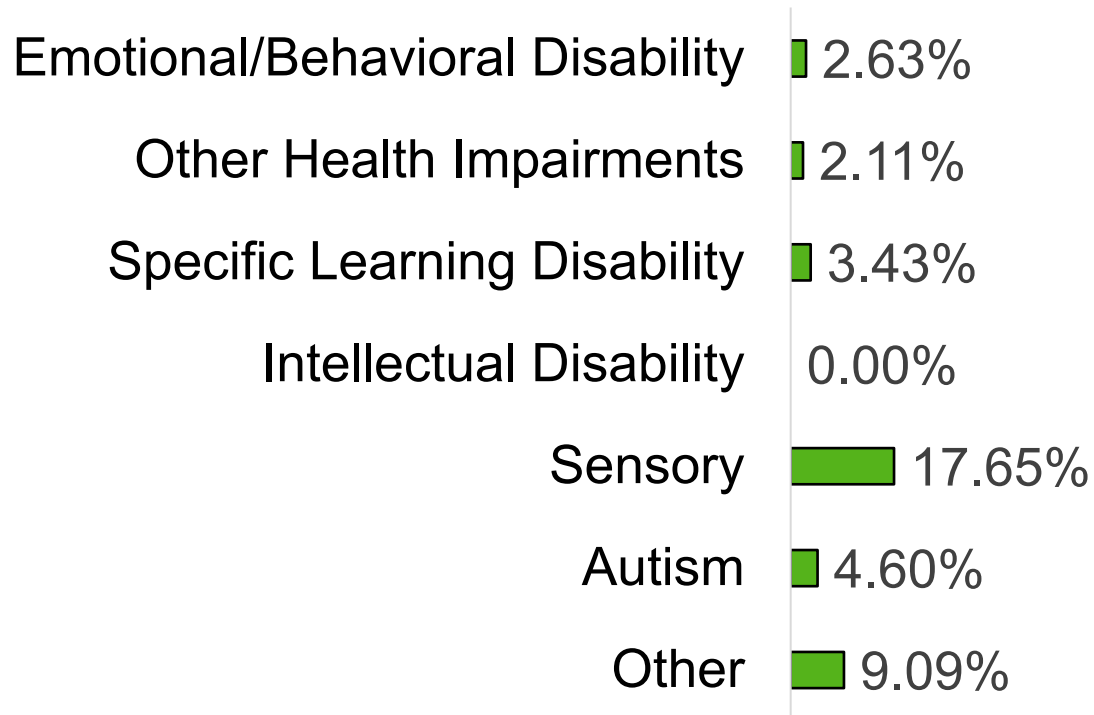
(CCTS 2023, Unpublished raw data)



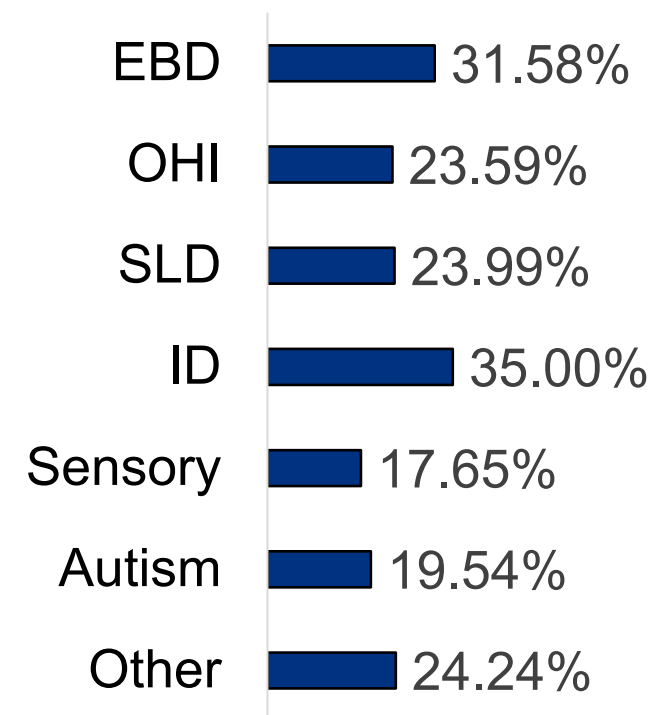
# Engagement Outcomes by Disability Categories, 2020-21

## ESD 189 graphs (2 of 2)

### Other Education



### Other Employment



(CCTS 2023, Unpublished raw data)

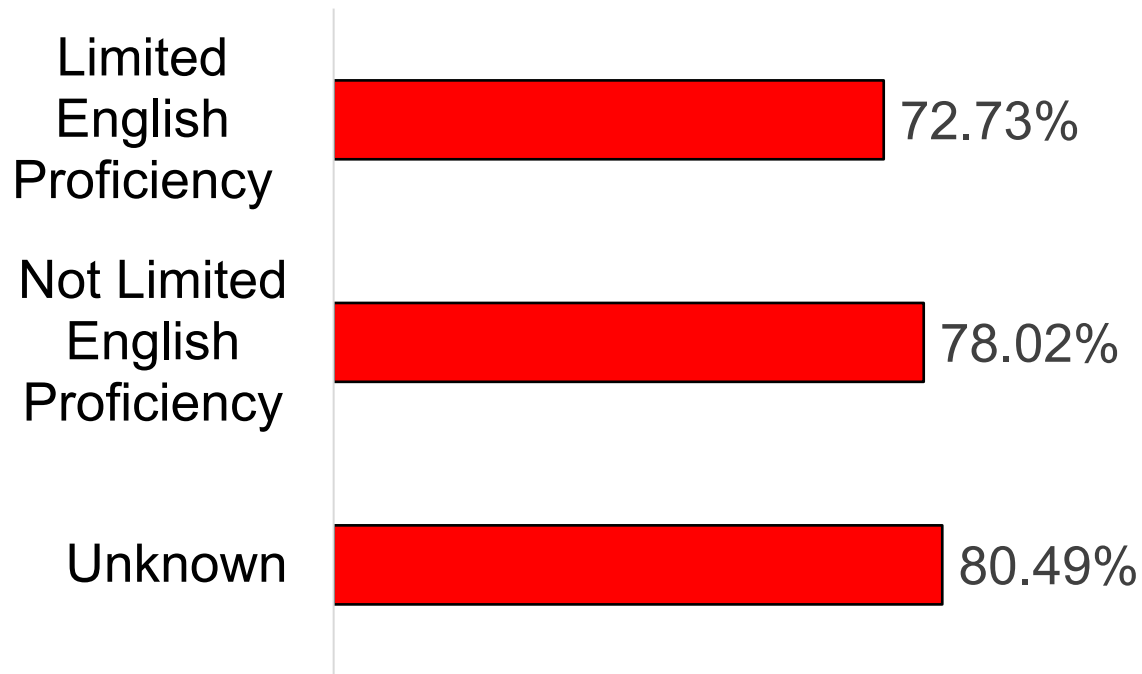
# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 189 data table

Language Proficiency Category	Resp'ts	Any Engagement	No Engagement
Limited English Proficiency (LEP)	165	72.73%	27.27%
Not Limited English Proficiency (NLEP)	769	78.02%	21.98%
Unknown	41	80.49%	19.51%

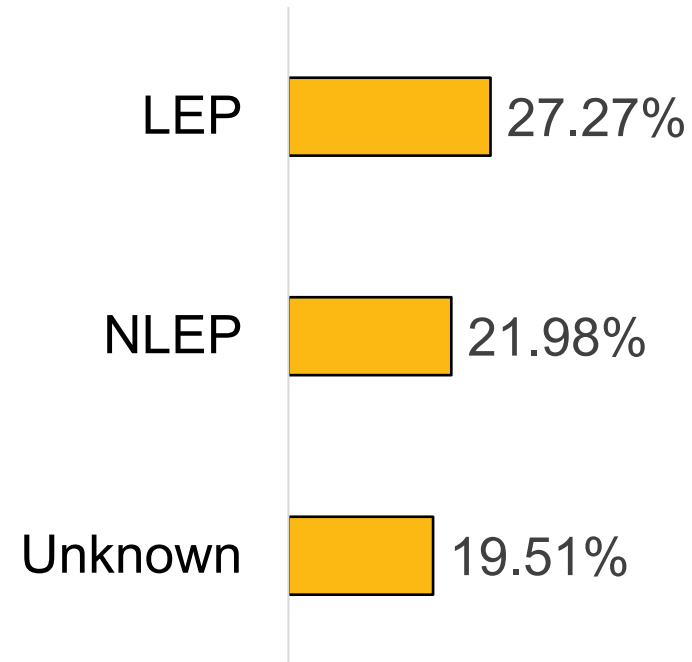
(CCTS 2023, Unpublished raw data)

# Any vs. No Engagement by Language Proficiency Categories, 2020-21 ESD 189 graphs

Any Engagement



No Engagement



(CCTS 2023, Unpublished raw data)

# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 189 data table

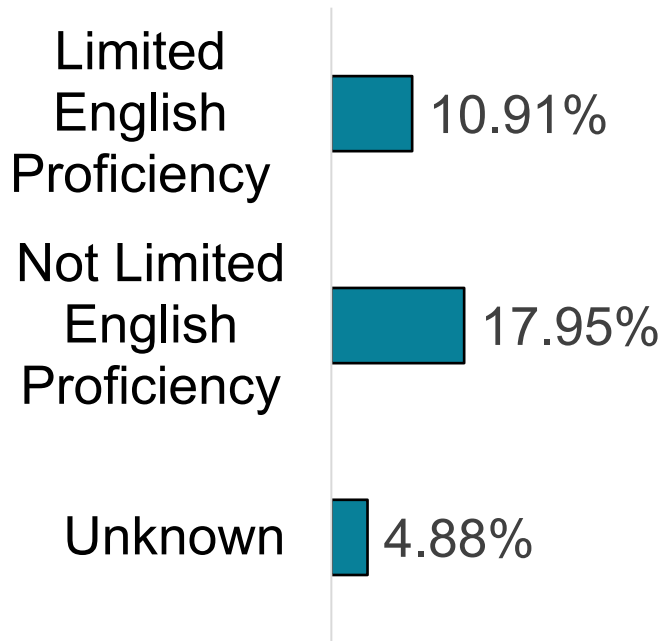
Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
LEP	165	10.91%	36.36%	3.03%	22.42%
NLEP	769	17.95%	34.07%	3.77%	22.24%
Unknown	41	4.88%	14.63%	0.00%	60.98%

(CCTS 2023, Unpublished raw data)

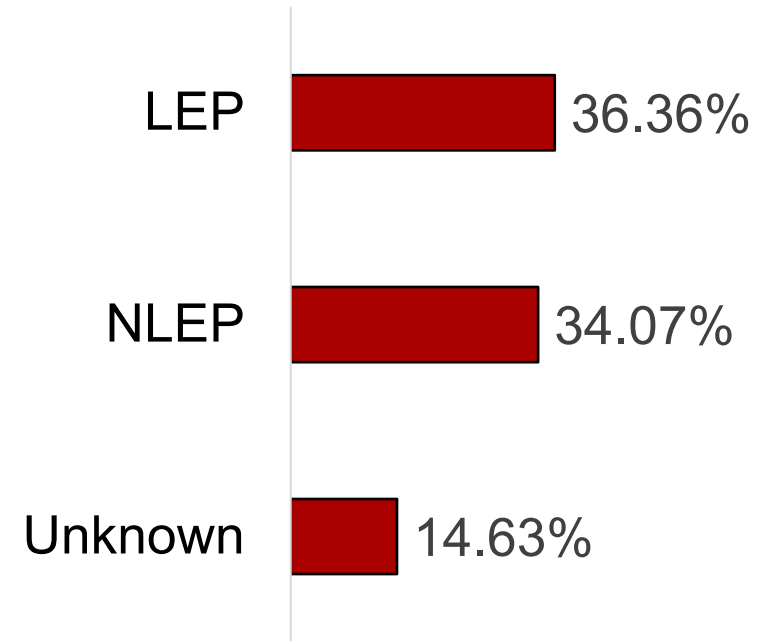
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 189 graphs (1 of 2)

### Higher Education



### Competitive Employment

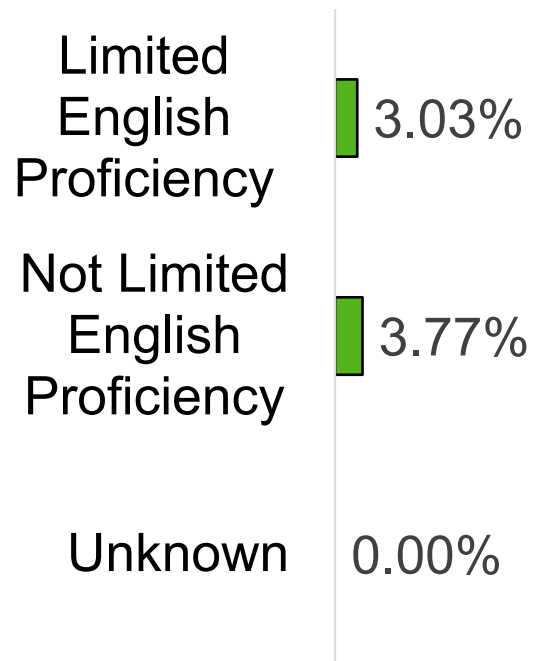


(CCTS 2023, Unpublished raw data)

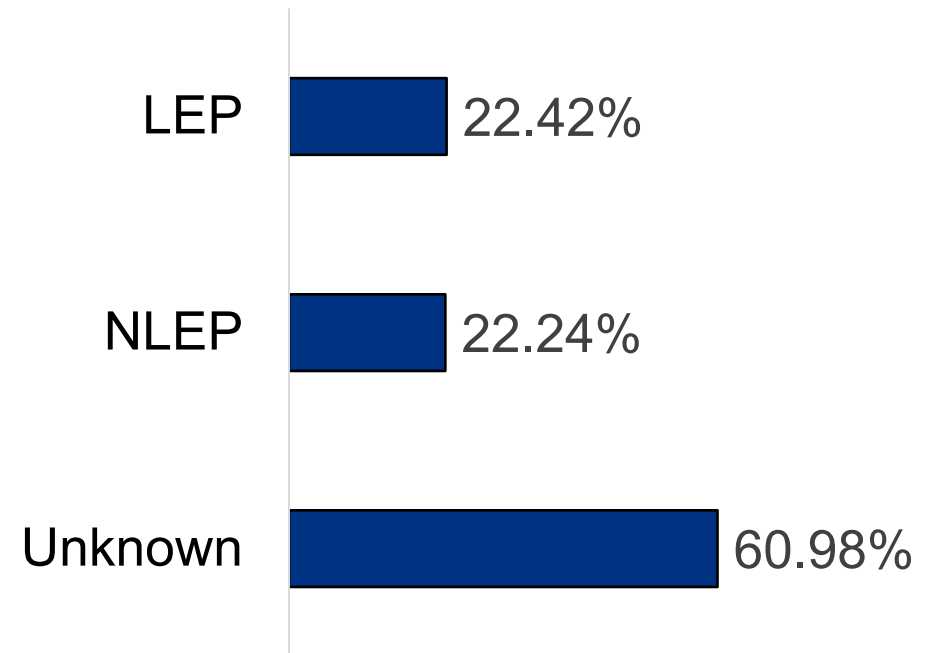
# Engagement Outcomes by Language Proficiency Categories, 2020-21

## ESD 189 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 189, 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



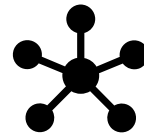
[ccts@seattleu.edu](mailto:ccts@seattleu.edu)



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# OSPI's Priorities for Improving Outcomes for Students with Disabilities



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