



**CCTS**  
CENTER FOR CHANGE IN  
TRANSITION SERVICES

# Indicator B14

## Post-School Outcome Report

Washington state, 2020-21 leaver year

January 18, 2023

Center for Change in Transition Services,  
Seattle University

[www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)

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## About CCTS

The Center for Change in Transition Services (CCTS) works to empower educators to improve transition services for students with disabilities through partnerships, research, and training throughout the state.

CCTS is one of eight state needs projects funded through the Office of Superintendent of Public Instruction (OSPI), Special Education section, using Individuals with Disabilities Education Act (IDEA) state-level discretionary funds.

One of the activities CCTS supports is the annual collection of post-school outcome data. CCTS stores and analyzes the data that are collected, then provides reports and analysis on the results. These reports are used by school districts, educational service districts, and state agencies for system improvement. These data also inform the training and technical assistance CCTS provides.

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## Indicator B14 and the Post-School Survey

IDEA is a federal statute pertaining to youth and young adults ages 3-21 who receive special education and/or related services. Washington state collects and reports on 17 IDEA indicators of effectiveness to the Office of Special Education Programs (OSEP).

Of the 17 indicators, four relate to secondary transition. These four indicators are also tied to the Local Education Agency (LEA) Application for Federal Funds for Special Education:

- Indicator B1: Graduation rates
- Indicator B2: Dropout rates
- Indicator B13: Post-school transition goals in the IEP
- Indicator B14: Participation in postsecondary education or employment one year after graduation

The annual Post-School Survey is used for gathering and reporting outcomes based on Indicator B14. PSO data are collected not only for reporting, but for continuous programmatic improvement.

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## Conducting the Post-School Survey

The Post-School Survey is administered from June 1 to November 1 each year. School district personnel conduct the survey by making phone calls to former students ages 16-21 with an Individual Education Program (IEP) one year after the students graduated or permanently exited high school.

Data are collected in the following areas:

- Demographic categories (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

Survey data are recorded in the Transition Systemic Framework 2.0 (TSF2), CCTS's secure online data collection platform. CCTS analyzes these data and produces district, ESD, and state-level reports.

For more information about the Post-School Survey, visit [www.seattleu.edu/ccts](http://www.seattleu.edu/ccts).

# Post-School Outcome (PSO) Terms and Definitions

These definitions are specific to the reporting requirements for IDEA Part B.

**Leaver:** Youth ages 16 and older with an IEP who left school by aging out, dropping out, graduating with a diploma, or who were expected to return and did not.

- **Graduated:** Exit category for all leavers who left school with a diploma.
- **Dropped Out:** Exit category for all leavers who left school without a diploma. This includes students who aged out or received a GED.

**Responder/Respondent:** Former student or designated family member who answered the Post-School Survey interview questions.

**Any Engagement:** Broad PSO term that encompasses the four engagement categories: Higher Education, Competitive Employment, Other Education, Other Employment.

**No Engagement:** PSO category for leavers who have not meet reporting requirements for any engagement outcome categories.

**Higher Education:** PSO category where leavers are enrolled full- or part-time, in a (two-year) community college or (four- or more year) college/university program, for at least one complete term at any time in the first year since leaving high school.

**Competitive Employment:** PSO category where leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for 20 hours a week or more for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Other Education:** PSO category where leavers are enrolled full- or part-time for at least one complete term in an education or training program at any time in the first year since leaving high school (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a two-year program).

**Other Employment:** PSO category where leavers worked for pay or were self-employed for at least 90 days at any time in the first year since leaving high school, but they worked for less than 20 hours per week and/or less than minimum wage. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

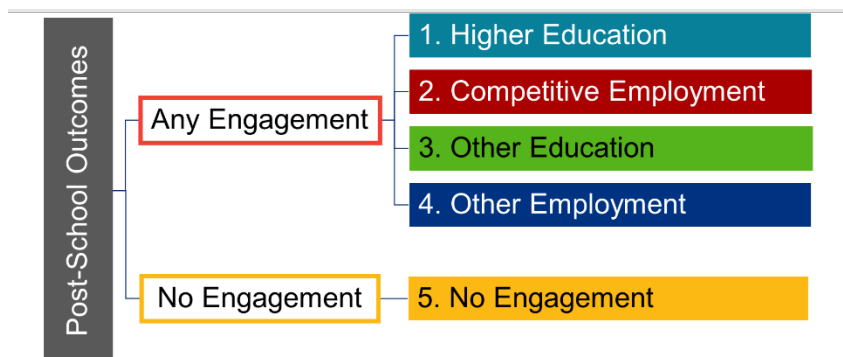
## Viewing Post-School Outcome Data

This report includes a series of data tables and charts that display post-school outcomes for all survey respondents in Washington state.

- Statewide outcomes (p. 5)
- Outcomes by demographic categories (p. 6-15) \*
- Five-year overview (p. 16-17) \*

\*These charts include comparisons between Any Engagement and No Engagement, as well as charts for the four engagement outcomes (Higher Education, Competitive Employment, Other Education, and Other Employment).

**Fig 1: Displaying PSO data by engagement**



# Post-School Outcomes for all Respondents

## Survey Response Rate

Table 1 displays the total number of leavers in Washington alongside the total number of leavers who responded to the Post-School Survey (respondents). The response rate is calculated from these numbers, indicating that the survey data represents outcomes for approximately 78.87% of the 2020-21 special education leavers.

**Table 1: Post-School Survey response rate for Washington state**

Total number of 2020-21 leavers	Total number of respondents	Survey response rate
7,938	6,261	78.87%

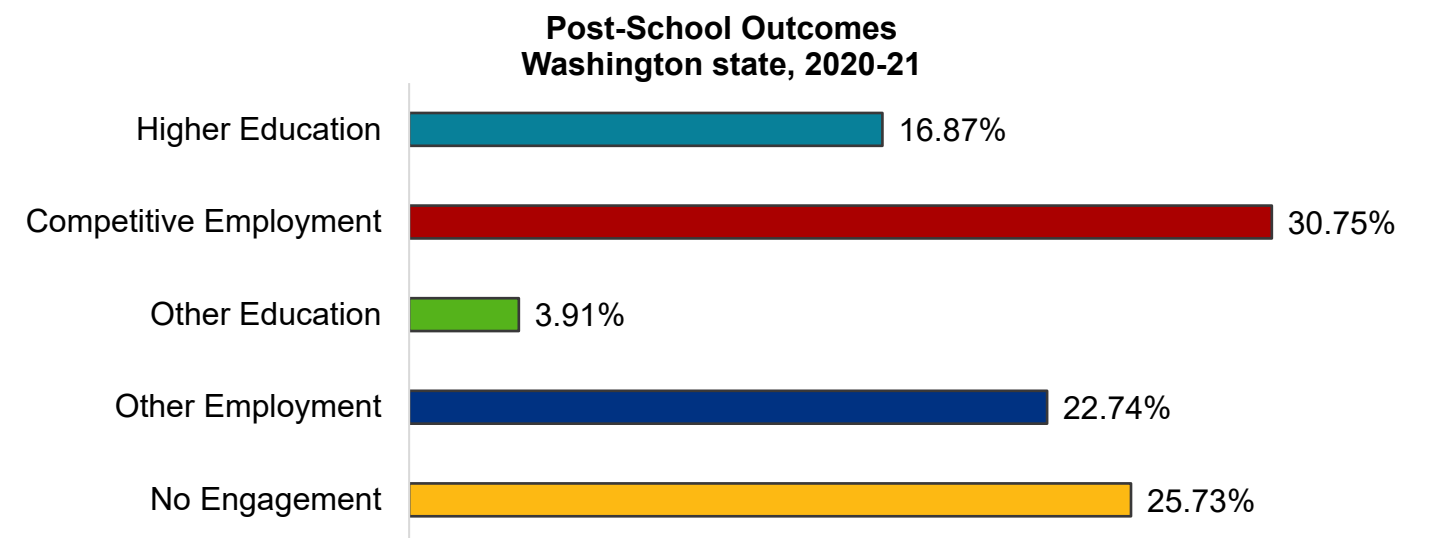
## Statewide Post-School Outcomes

Table 2 and Figure 2 display the percentages of respondents who met reporting requirements for each of the five post-school outcome categories: Higher Education, Competitive Employment, Other Education, Other Employment, and No Engagement.

**Table 2: Post-school outcomes for all respondents in Washington state**

Total Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
100% (6,261)	16.87% (1,056)	30.75% (1,925)	3.91% (245)	22.74% (1,424)	25.73% (1,611)

**Fig. 2: Post-school outcomes for all respondents in Washington state**



## Summary of Statewide Post-School Outcomes

A total of 6,261 Washington state leavers from the 2020-21 school year responded to the 2022 Post-School Survey. Overall post-school engagement for 2020-21 leavers is 74.27%. This is an increase of 4.34 percentage points from 2019-20 and the highest engagement rate since 2017-18 (74.68%).

Looking at postsecondary education outcomes, 16.87% of respondents were enrolled in Higher Education for at least one full term and 3.91% were enrolled in Other Education. Compared to 2019-20 leavers, this is an increase of 0.13 percentage points and a decrease of 0.73 percentage points, respectively. Higher Education includes any two- or four-year college or university, and Other Education includes certificate programs, Job Corps, and apprenticeships and other short-term training programs.

Regarding postsecondary employment outcomes, 30.75% of 2020-21 respondents met reporting requirements for Competitive Employment, and 22.74% met requirements for Other Employment. Compared to 2019-20 leavers, this is an increase of 3.58 percentage points and 1.36 percentage points, respectively. Competitive Employment involves working in an environment with nondisabled peers for at least 20 hours per week, at minimum (or above) pay, and for at least 90 days since permanently exiting high school. Other Employment includes leavers who worked for at least 90 days since leaving high school and may have worked for less than 20 hours per week and/or less than minimum wage.

# Outcomes by Exit Categories

Note: **Graduated** refers to any student who left high school with a diploma. **Dropped out** refers to students who aged out without a diploma and those who were expected to return but did not.

**Table 3: Post-school outcomes for all respondents by Exit Categories**

Exit Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	89.59% (5,609)	18.61%	31.13%	3.92%	22.80%	23.53%
Dropped Out	10.41% (652)	1.84%	27.45%	3.83%	22.24%	44.63%
Statewide Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

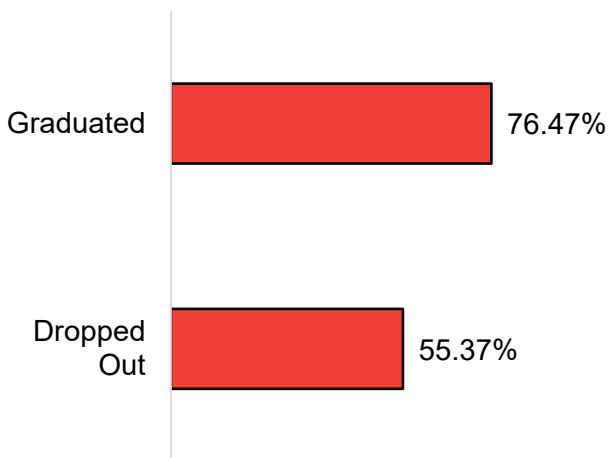
## Any vs. No Engagement by Exit Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment, Other Education, Other Employment.

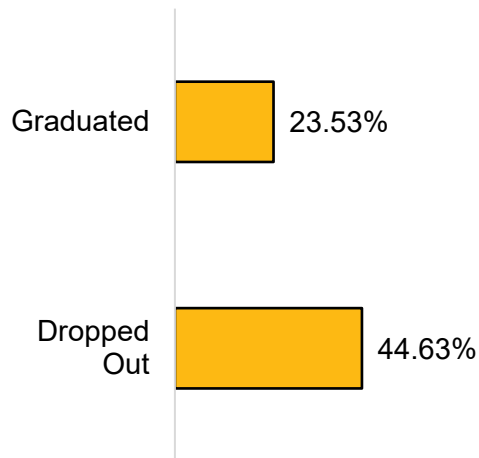
**Fig. 3: Percentage of respondents by Exit Categories who met reporting criteria for one of the four engagement outcomes**

**Fig. 4: Percentage of respondents by Exit Categories who did not meet reporting requirements for any of the four engagement outcomes**

**Any Engagement  
Washington state, 2020-21**



**No Engagement  
Washington state, 2020-21**



## Engagement Outcomes by Exit Categories

Fig. 5: Percentage of respondents by Exit Categories who met reporting criteria for Higher Education

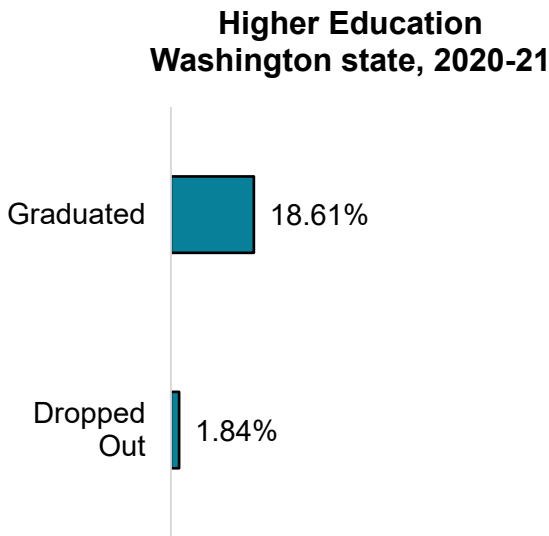


Fig. 6: Percentage of respondents by Exit Categories who met reporting criteria for Competitive Employment

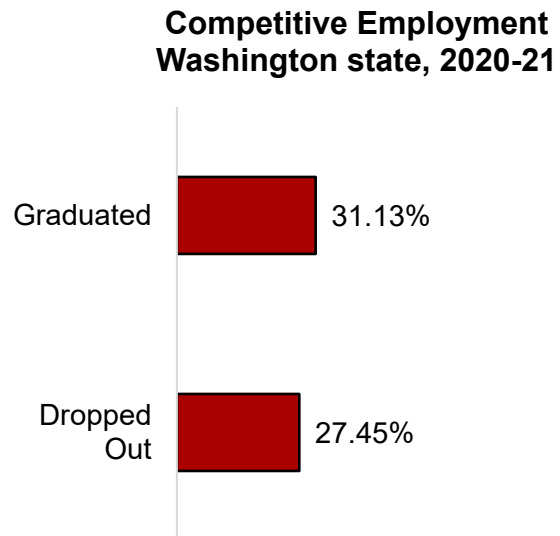


Fig. 7: Percentage of respondents by Exit Categories who met reporting criteria for Other Education

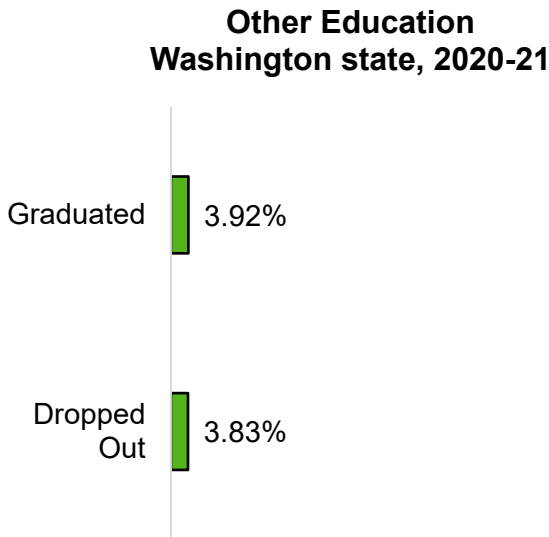
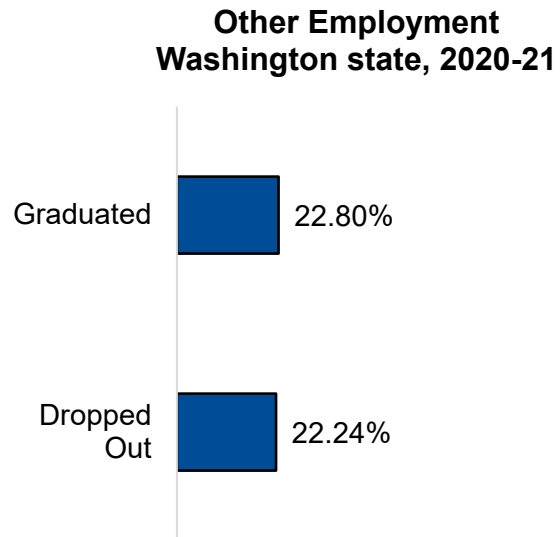


Fig. 8: Percentage of respondents by Exit Categories who met reporting criteria for Other Employment





## Summary of Outcomes by Exit Categories

Table 3 and Figures 3-8 show the state's postsecondary outcomes for respondents by Exit Categories. Out of all respondents in Washington state, 89.59% were categorized as Graduated because they left high school with a diploma. The 10.41% of respondents who did not graduate with a diploma were categorized as Dropped Out. These include students who aged out or were expected to return and did not.

Approximately 76.47% of Graduated respondents met reporting requirements for Any Engagement. Competitive Employment (31.13%) was the most reported engagement outcome, followed by Other Employment (22.80%) and Higher Education (18.61%). Other Education (3.92%) was the least reported outcome for these respondents.

Conversely, only 55.37% of the respondents who Dropped Out met reporting requirements for Any Engagement. Competitive Employment (27.45%) was the most reported engagement outcome, followed by Other Employment (22.24%) and Other Education (3.83%). Higher Education (1.84%) was the least reported outcome for these respondents.

# Outcomes by Gender Categories

**Table 4: Post-school outcomes for all respondents in Washington state by Gender Categories**

Gender Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
F (Female)	36.27% (2,271)	19.33%	25.41%	4.45%	24.83%	25.98%
M (Male)	63.50% (3,976)	15.49%	33.83%	3.57%	21.58%	25.53%
X (Not exclusively male or female)	0.22% (14)	7.14%	21.43%	14.29%	14.29%	42.86%
Statewide Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

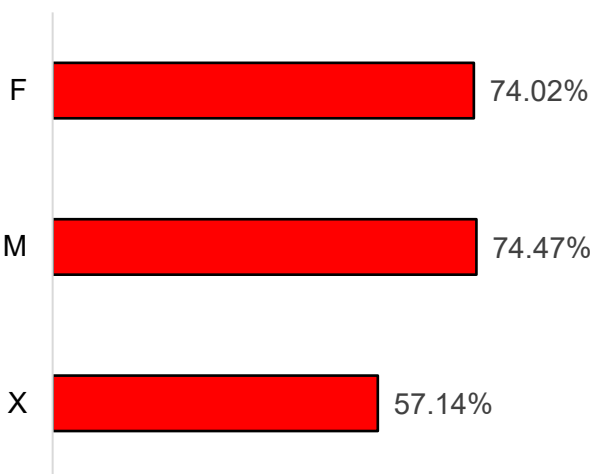
## Any vs. No Engagement by Gender Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment, Other Education, Other Employment.

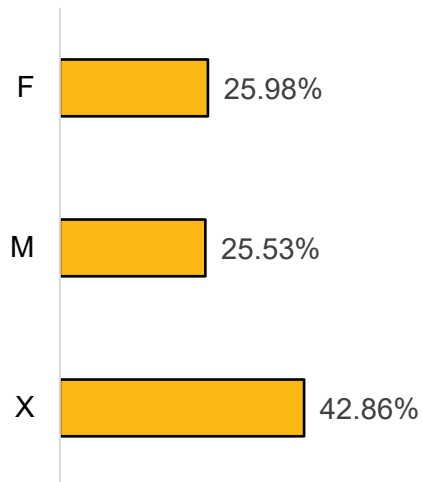
**Fig. 9: Percentage of respondents by Gender Categories who met reporting criteria for one of the four engagement outcomes**

**Fig. 10: Percentage of respondents by Gender Categories who did not meet reporting requirements for any of the four engagement outcomes**

**Any Engagement  
Washington state, 2020-21**



**No Engagement  
Washington state, 2020-21**



## Engagement Outcomes by Gender Categories

Fig. 11: Percentage of respondents by Gender Categories who met reporting criteria for Higher Education

**Higher Education**  
Washington state, 2020-21

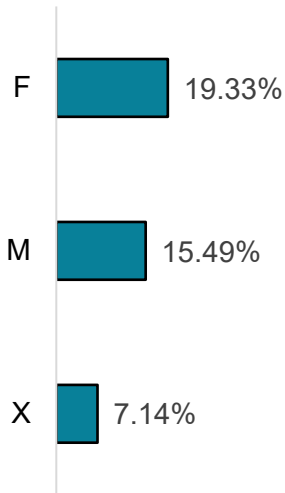


Fig. 12: Percentage of respondents by Gender Categories who met reporting criteria for Competitive Employment

**Competitive Employment**  
Washington state, 2020-21

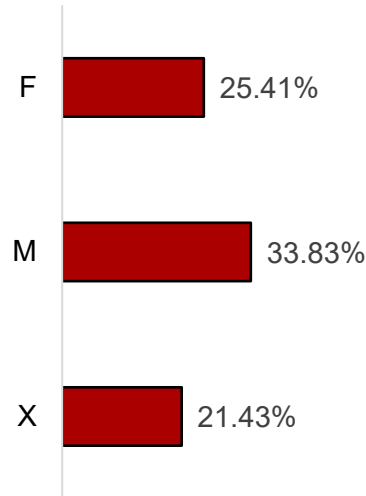


Fig. 13: Percentage of respondents by Gender Categories who met reporting criteria for Other Education

**Other Education**  
Washington state, 2020-21

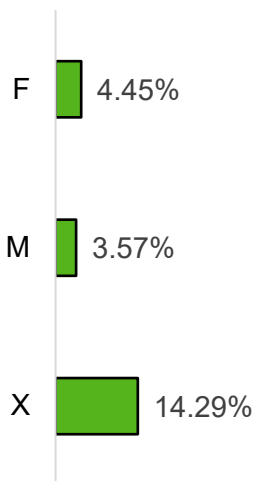
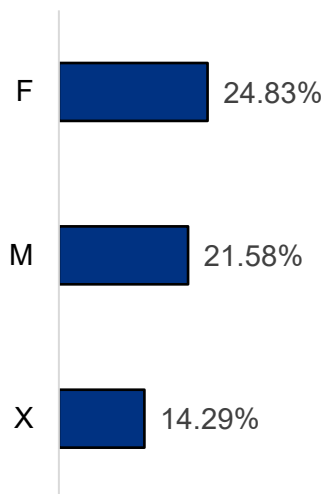


Fig. 14: Percentage of respondents by Gender Categories who met reporting criteria for Other Employment

**Other Employment**  
Washington state, 2020-21



## Summary of Outcomes by Gender Categories

Table 4 and Figures 9-14 show the state's postsecondary outcomes for respondents by Gender Categories. Nearly two thirds of respondents are categorized as Male (M, 63.50%), nearly one third are categorized as Female (F, 36.27%), and less than one percent are categorized as not exclusively Male nor Female (X, 0.22%).

Among students categorized as Male, 74.47% of respondents meeting reporting requirements for Any Engagement. Competitive Employment (33.83%) was the most reported engagement outcome, followed by Other Employment (21.58%) and Higher Education (15.49%). Other Education (3.57%) was the least reported outcome for these respondents.

Similarly, for students categorized as Female, 74.02% met reporting requirements for Any Engagement. Competitive Employment (25.41%) was the most reported engagement outcome, followed by Other Employment (24.83%) and Higher Education (19.33%). Other Education (4.45%) was the least reported outcome for these respondents.

Although they make up a small portion of the respondent population, Gender-X engagement numbers show a significant shift from what we see in Male and Female categorized students. Only 57.14% of Gender-X categorized students met Any Engagement reporting requirements. Competitive Employment (21.43%) was the most reported outcome, followed by Other Education (14.29%) and Other Employment (14.29%). Higher Education (7.14%) was the least reported outcome for these respondents.

## Outcomes by Disability Categories

There are 14 total disability categories, but the category of Developmentally Delayed ends at age 9. Leavers are identified in one of 13 categories. For reporting purposes, some of these categories are combined.

**Table 5: Post-school outcomes for all respondents in Washington state by Disability Categories**

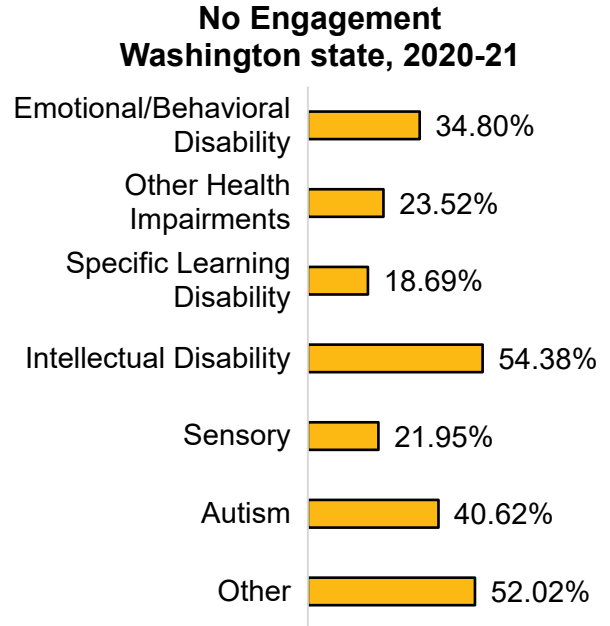
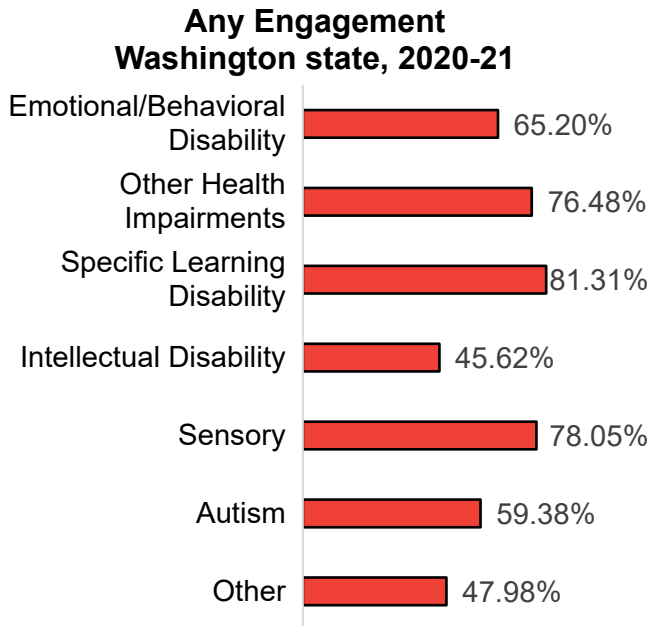
Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Emotional/Behavioral Disability	4.36% (273)	16.48%	23.44%	2.93%	22.34%	34.80%
Other Health Impairments	28.32% (1,773)	17.09%	33.05%	3.61%	22.73%	23.52%
Specific Learning Disability	47.77% (2,991)	16.72%	37.01%	3.98%	23.60%	18.69%
Intellectual Disability	3.47% (217)	2.76%	11.98%	5.07%	25.81%	54.38%
Sensory (Hearing, Visual, Deafness, and Deaf-Blindness)	1.31% (82)	34.15%	14.63%	8.54%	20.73%	21.95%
Autism	10.81% (677)	21.71%	14.62%	3.84%	19.20%	40.62%
Other (Orthopedic, Multiple, Communication Disorders, Traumatic Brain Injury)	3.96% (248)	10.89%	12.50%	4.03%	20.56%	52.02%
Statewide Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

## Any vs. No Engagement by Disability Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment, Other Education, Other Employment.

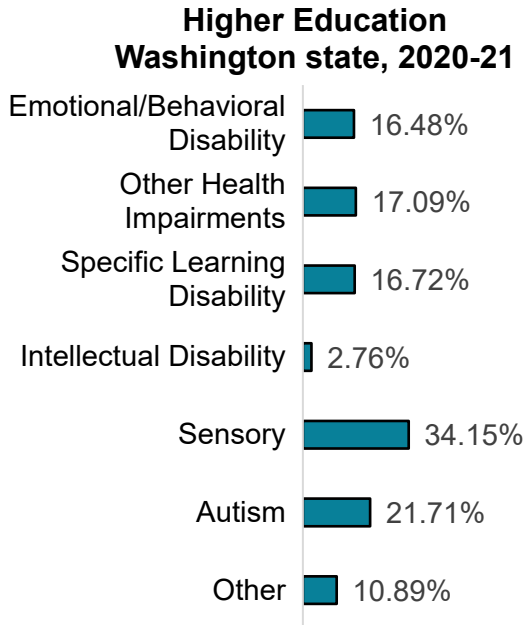
**Fig. 15: Percentage of respondents by Disability Categories who met reporting criteria for one of the four engagement outcomes**

**Fig. 16: Percentage of respondents by Disability Categories who did not meet reporting requirements for any of the four engagement outcomes**

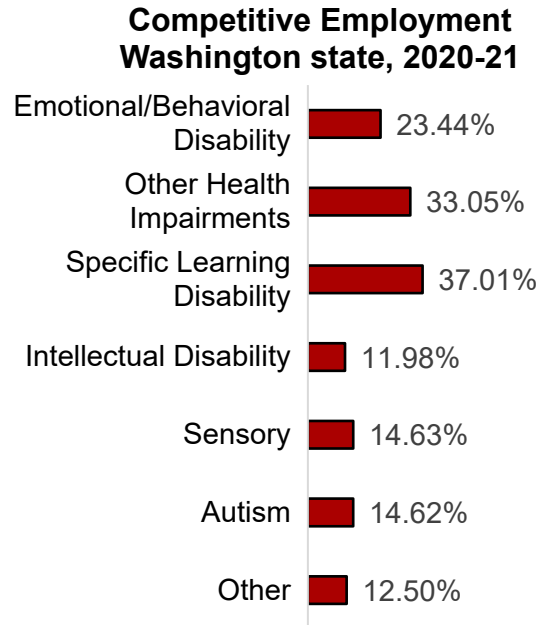


## Engagement Outcomes by Disability Categories

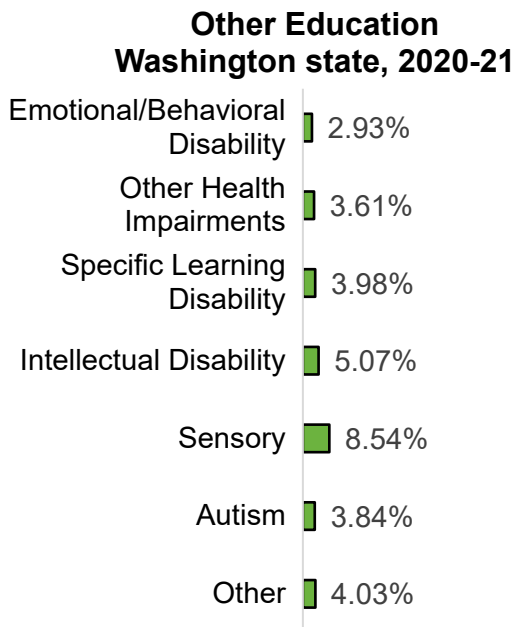
**Fig. 17: Percentage of respondents by Disability Categories who met reporting criteria for Higher Education**



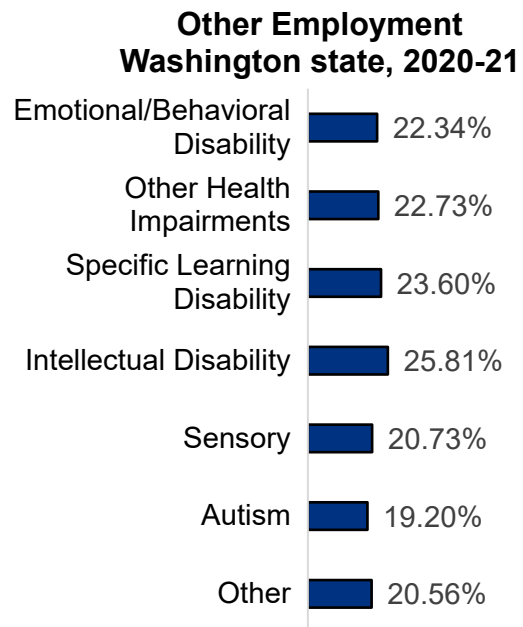
**Fig. 18: Percentage of respondents by Disability Categories who met reporting criteria for Competitive Employment**



**Fig. 19: Percentage of respondents by Disability Categories who met reporting criteria for Other Education**



**Fig. 20: Percentage of respondents by Disability Categories who met reporting criteria for Other Employment**



## Summary of Outcomes by Disability Categories

Table 5 and Figures 15-20 show the state's postsecondary outcomes for respondents by Disability Categories. The largest number of respondents are categorized as having a Specific Learning Disability (47.77%) or Other Health Impairments (28.32%). The remaining 23.91% of respondents are categorized as having Autism (10.81%), Emotional/Behavioral Disability (4.36%), Other (3.96%), Intellectual Disability (3.47%), or Sensory (1.31%).

For respondents categorized as having a Specific Learning Disability, approximately 81.31% met reporting requirements for Any Engagement. Competitive Employment (37.01%) was the most reported engagement outcome, followed by Other Employment (23.60%) and Higher Education (16.72%). The least reported outcome for these respondents was Other Education (3.98%).

Approximately 76.48% of respondents categorized as having Other Health Impairments met reporting requirements for Any Engagement. Competitive Employment (33.05%) was the most reported engagement outcome, followed by Other Employment (22.73%) and Higher Education (17.09%). The least reported outcome for these respondents was Other Education (3.61%).

Approximately 59.38% of respondents categorized as having Autism met reporting requirements for Any Engagement. Higher Education (21.71%) was the most reported engagement outcome, followed by Other Employment (19.20%) and Competitive Employment (14.62%). The least reported outcome for these respondents was Other Education (3.84%).

For respondents categorized as having an Intellectual Disability, approximately 45.62% met reporting requirements for Any Engagement. Other Employment (25.81%) was the most reported engagement outcome, followed by Competitive Employment (11.98%) and Other Education (5.07%). The least reported outcome for these respondents was Higher Education (2.76%).

Approximately 65.20% of respondents categorized as having Emotional/Behavioral Disability (EBD, also referred to as Emotional Disturbance, or ED) met reporting requirements for Any Engagement. Competitive Employment (23.44%) was the most reported engagement outcome, followed by Other Employment (22.34%) and Higher Education (16.48%). The least reported outcome for these respondents was Other Education (2.93%).

The Other category includes Orthopedic, Multiple, Communication Disorder, and Traumatic Brain Injury. For respondents categorized as having an Other disability, approximately 47.98% met reporting requirements for Any Engagement. Other Employment (20.56%) was the most reported engagement outcome, followed by Competitive Employment (12.50%) and Higher Education (10.89%). The least reported outcome for these respondents was Other Education (4.03%).

The Sensory category includes Hearing, Visual, Deafness, and Deaf-Blindness. Approximately 78.05% of respondents categorized as having a Sensory disability met reporting requirements for Any Engagement. Higher Education (34.15%) was the most reported engagement outcome, followed by Other Employment (20.73%) and Competitive Employment (14.63%). The least reported outcome for these respondents was Other Education (8.54%).



## Outcomes by Race/Ethnicity Categories

**Table 6: Post-school outcomes for all respondents in Washington state by Race/Ethnicity Categories**

Race/Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
American Indian/ Alaska Native	2.20% (138)	10.14%	34.78%	3.62%	20.29%	31.16%
Asian	3.03% (190)	37.37%	15.79%	3.16%	17.89%	25.79%
Black/African American	6.58% (412)	16.99%	28.40%	2.43%	26.46%	25.73%
Hispanic/Latino	25.41% (1,591)	15.08%	32.31%	4.15%	23.76%	24.70%
White	54.58% (3,417)	16.94%	30.99%	3.92%	22.21%	25.93%
Native Hawaiian/ Pacific Islander	0.88% (55)	12.73%	34.55%	1.82%	23.64%	27.27%
Of more than one race or multiracial	6.96% (436)	16.97%	30.05%	5.05%	21.79%	26.15%
Not provided	0.35% (22)	4.55%	31.82%	4.55%	36.36%	22.73%
Statewide Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

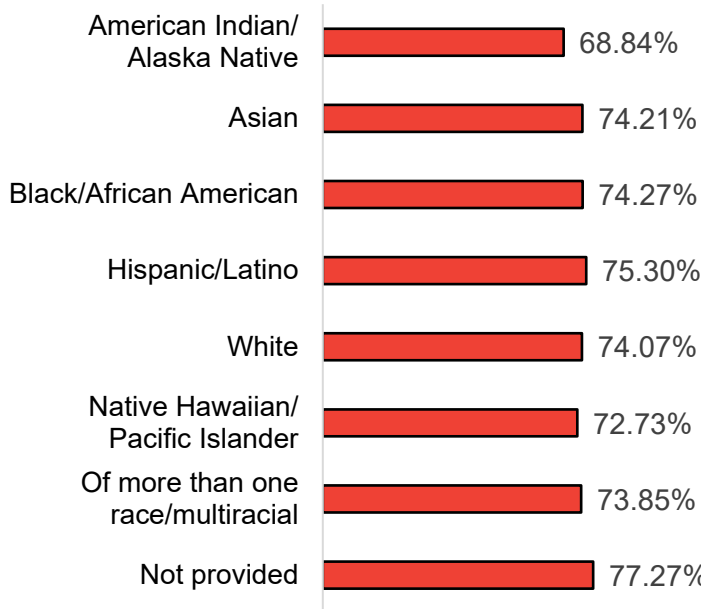
## Any vs. No Engagement by Race/Ethnicity Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment, Other Education, Other Employment.

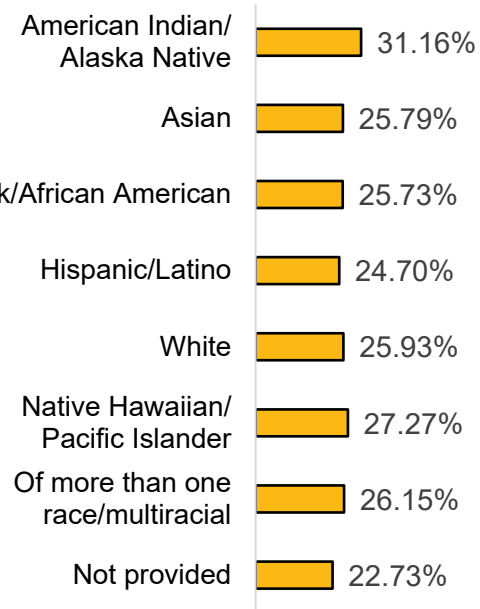
**Fig. 21: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for one of the four engagement outcomes**

**Fig. 22: Percentage of respondents by Race/Ethnicity Categories who did not meet reporting requirements for any of the four engagement outcomes**

**Any Engagement  
Washington state, 2020-21**



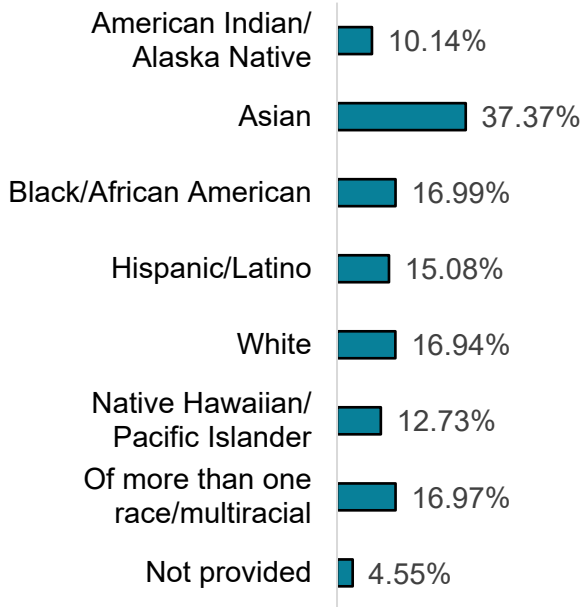
**No Engagement  
Washington state, 2020-21**



## Engagement Outcomes by Race/Ethnicity Categories

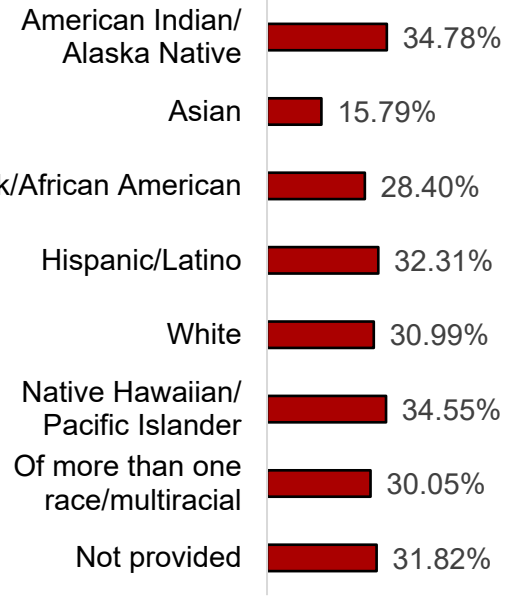
**Fig. 23: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Higher Education**

### Higher Education Washington state, 2020-21



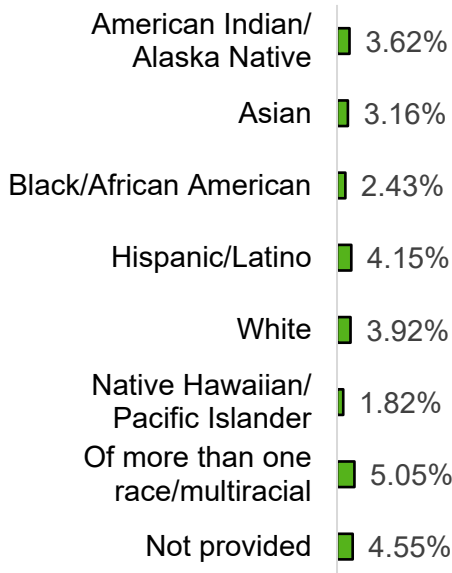
**Fig. 24: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Competitive Employment**

### Competitive Employment Washington state, 2020-21



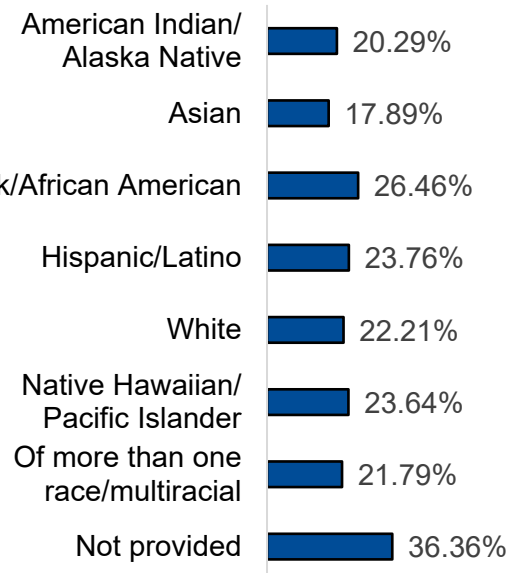
**Fig. 25: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Other Education**

### Other Education Washington state, 2020-21



**Fig. 26: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Other Employment**

### Other Employment Washington state, 2020-21



## Summary of Outcomes by Race/Ethnicity Categories

Table 6 Figures 21-26 show the state's postsecondary outcomes for respondents by Race/Ethnicity Categories. Among respondents, the largest number are categorized as White (54.58%) and Hispanic/Latino (25.41%). Respondents that make up smaller percentages of the population are categorized as Of more than one race/Multiracial (6.96%); Black/African American (6.58%); Asian (3.03%); American Indian/Alaska Native (2.20%); Native Hawaiian/Pacific Islander (0.88%); and Not provided (0.35%).

Approximately 74.07% of respondents categorized as White met reporting requirements for Any Engagement. Competitive Employment (30.99%) was the most reported engagement outcome, followed by Other Employment (22.21%) and Higher Education (16.94%). Other Education was the least reported outcome for these respondents (3.92%).

Approximately 75.30% of respondents categorized as Hispanic/Latino met reporting requirements for Any Engagement. This is the highest engagement rate among all race/ethnicity categories. Competitive Employment (32.31%) was the most reported engagement outcome, followed by Other Employment (23.76%) and Higher Education (15.08%). Other Education (4.15%) was the least reported outcome for these respondents.

Among respondents categorized as Multiracial, approximately 73.85% met reporting requirements for Any Engagement. Competitive Employment (30.05%) was the most reported engagement outcome, followed by Other Employment (21.79%) and Higher Education (16.97%). Other Education (5.05%) was the least reported outcome for these respondents.

Among respondents categorized as Black or African American, approximately 74.27% met reporting requirements for Any Engagement. Competitive Employment (28.40%) was the most reported engagement outcome, followed by Other Employment (26.46%) and Higher Education (16.99%). Other Education (2.43%) was the least reported outcome for these respondents.

Approximately 74.21% of respondents categorized as Asian met reporting requirements for Any Engagement. Higher Education (37.37%) was the most reported engagement outcome, followed by Other Employment (17.89%) and Competitive Employment (15.79%). Other Education (3.16%) was the least reported outcome category for this population.

For respondents categorized as American Indian/Alaska Native, approximately 68.84% met reporting requirements for Any Engagement. This is the lowest engagement rate among all race/ethnicity categories. Competitive Employment (34.78%) was the most reported engagement outcome, followed by Other Employment (20.29%) and Higher Education (10.14%). Other Education (3.62%) was the least reported outcome for this population.

Approximately 72.73% of respondents categorized as Native Hawaiian/Pacific Islander met reporting requirements for Any Engagement. The most reported engagement outcome was Competitive Employment (34.55%), followed by Other Employment (23.64%) and Higher Education (12.73%). Other Education (1.82%) was the least reported outcome for these respondents.

# Outcomes by Language Proficiency Categories

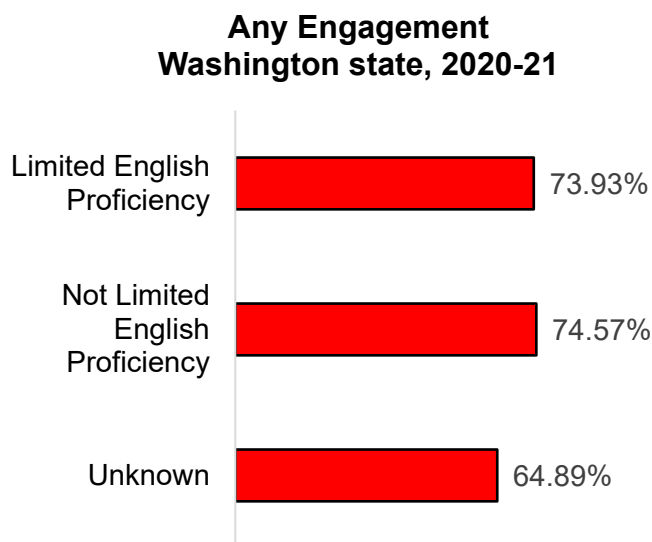
**Table 7: Post-school outcomes for all respondents in Washington state by Language Proficiency Categories**

Language Proficiency Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Limited English Proficiency (LEP)	14.95% (936)	14.32%	31.52%	4.27%	23.82%	26.07%
Not Limited English Proficiency (NLEP)	82.96% (5,194)	17.60%	30.82%	3.87%	22.28%	25.43%
Unknown	2.09% (131)	6.11%	22.14%	3.05%	33.59%	35.11%
Statewide Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

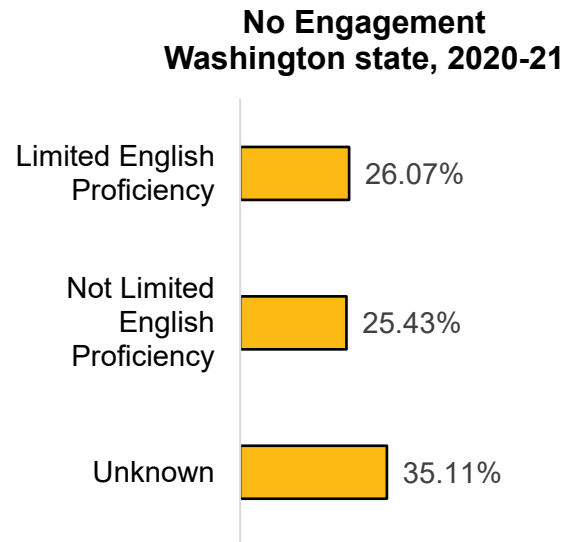
## Any vs. No Engagement by English Proficiency Categories

Note: Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment, Other Education, Other Employment.

**Fig. 27: Percentage of respondents by Language Proficiency Categories who met reporting criteria for one of the four engagement outcomes**



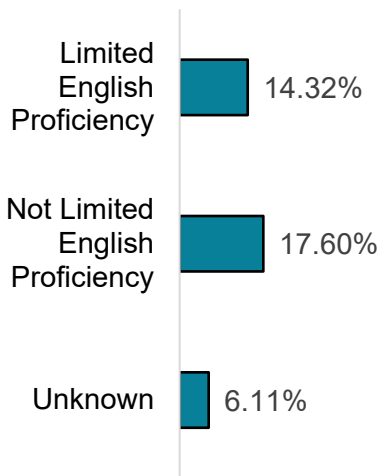
**Fig. 28: Percentage of respondents by Language Proficiency Categories who did not meet reporting requirements for any of the four engagement outcomes**



## Engagement Outcomes by Language Proficiency Categories

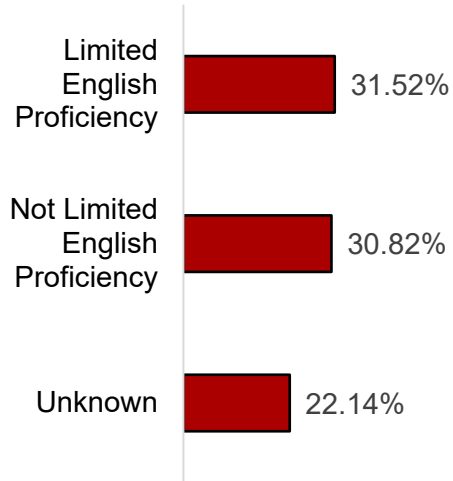
**Fig. 29: Percentage of respondents by Language Proficiency Categories who met reporting criteria for Higher Education**

**Higher Education  
Washington state, 2020-21**



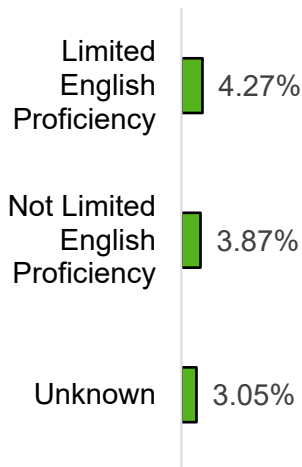
**Fig. 30: Percentage of respondents by Language Proficiency Categories who met reporting criteria for Competitive Employment**

**Competitive Employment  
Washington state, 2020-21**



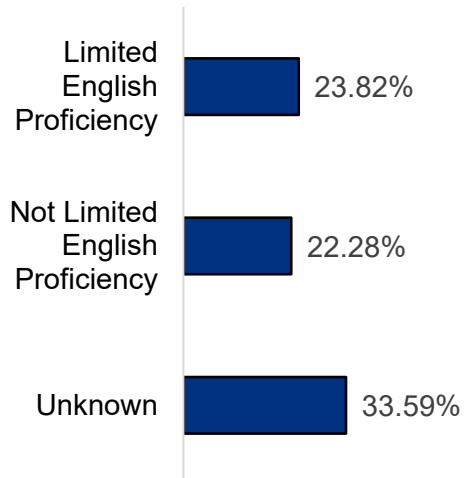
**Fig. 31: Percentage of respondents by Language Proficiency Categories who met reporting criteria for Other Education**

**Other Education  
Washington state, 2020-21**



**Fig. 32: Percentage of respondents by Language Proficiency Categories who met reporting criteria for Other Employment**

**Other Employment  
Washington state, 2020-21**



## Summary of Outcomes by Language Proficiency Categories

Table 7 and Figures 21-32 show the state's postsecondary outcomes for respondents by Language Proficiency Categories. Among the survey respondents, 82.96% were categorized with Not Limited English Proficiency (NLEP), 14.95% were categorized as having Limited English Proficiency (LEP), and 2.09% had an unknown language proficiency category.

For respondents categorized with Not Limited English Proficiency, 74.57% met reporting requirements for Any Engagement. Competitive Employment was the most reported (30.82%), followed by Other Employment (22.28%) and Higher Education (17.60%). Other Education (3.87%) was the least reported outcome for these respondents.

For respondents categorized with Limited English Proficiency, 73.93% met reporting requirements for Any Engagement. Competitive Employment was the most reported (31.52%), followed by Other Employment (23.82%) and Higher Education (14.32%). Other Education (4.27%) was the least reported outcome for these respondents.

# Post-School Outcomes, Five-Year Overview

**Table 8: Five-year overview of post-school outcomes for all respondents in Washington state**

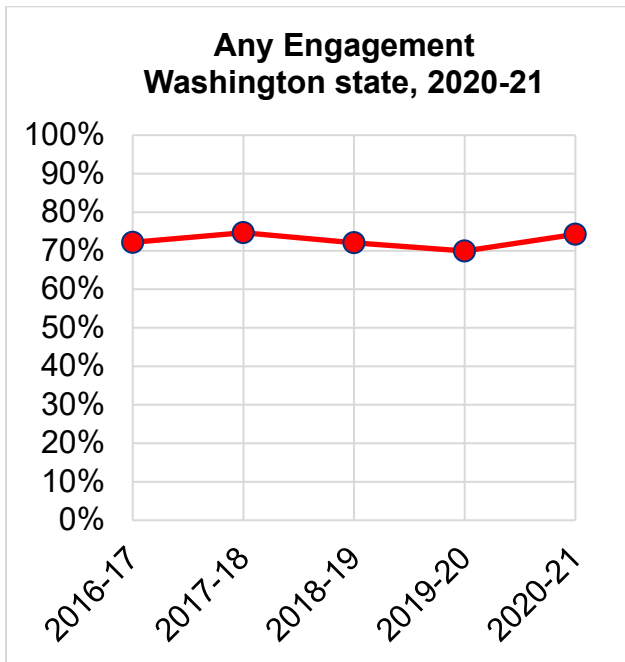
Leaver Year	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
2020-21	6,261	16.87%	30.75%	3.91%	22.74%	25.73%
2019-20	7,170	16.74%	27.17%	4.64%	21.38%	30.07%
2018-19	6,867	19.51%	33.46%	4.30%	14.80%	27.93%
2017-18	6,825	20.45%	36.19%	4.03%	14.01%	25.32%
2016-17	6,475	21.31%	34.76%	3.04%	13.05%	27.83%

## Any vs. No Engagement, Five-Year Overview

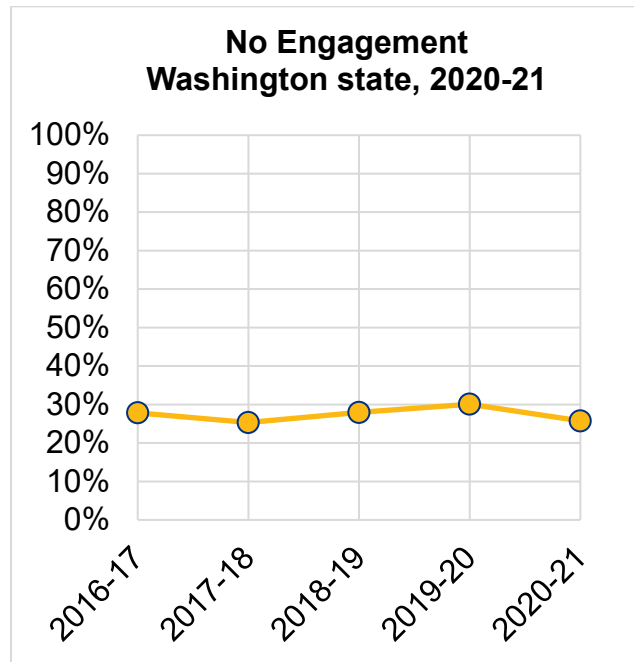
Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

The lines connecting the data points in the charts do not represent trends or predictions of future outcomes.

**Fig. 33: Percentage of respondents from 2016-17 to 2020-21 who met reporting criteria for one of the four engagement outcomes**



**Fig. 34: Percentage of respondents from 2016-17 to 2020-21 who did not meet reporting requirements for any of the four engagement outcomes**

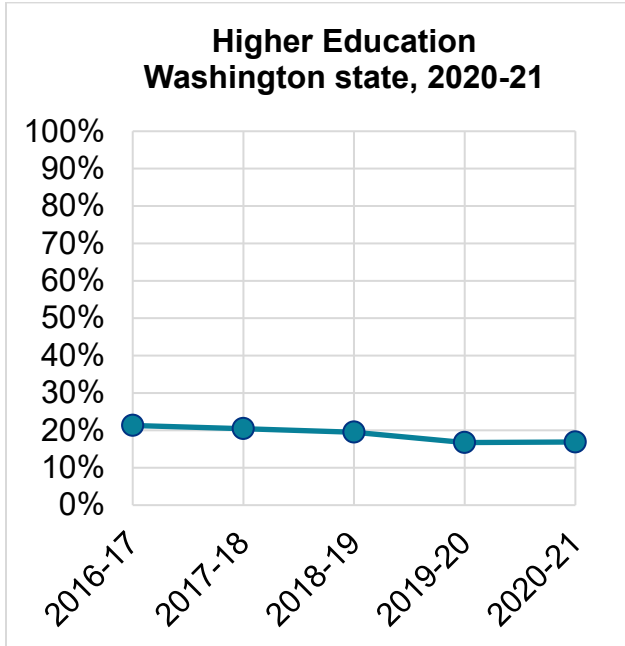




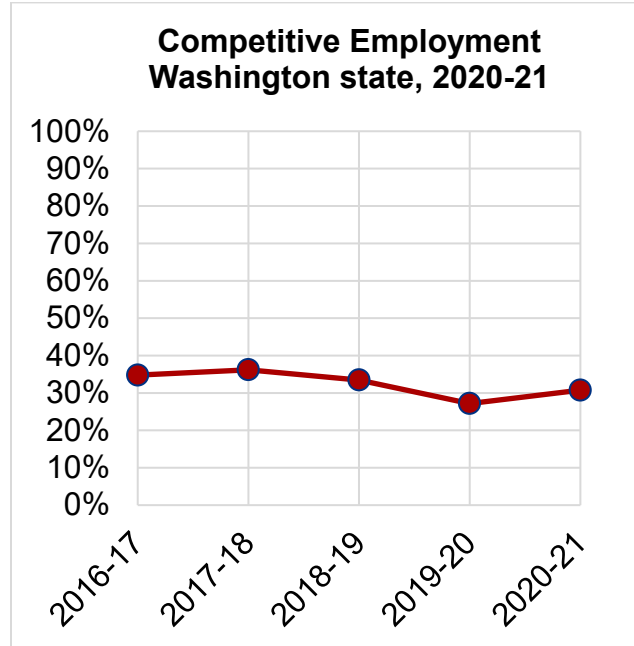
## Engagement Outcomes, Five-Year Overview

Note: the lines connecting the data points do not represent trend lines or predictions of future outcomes.

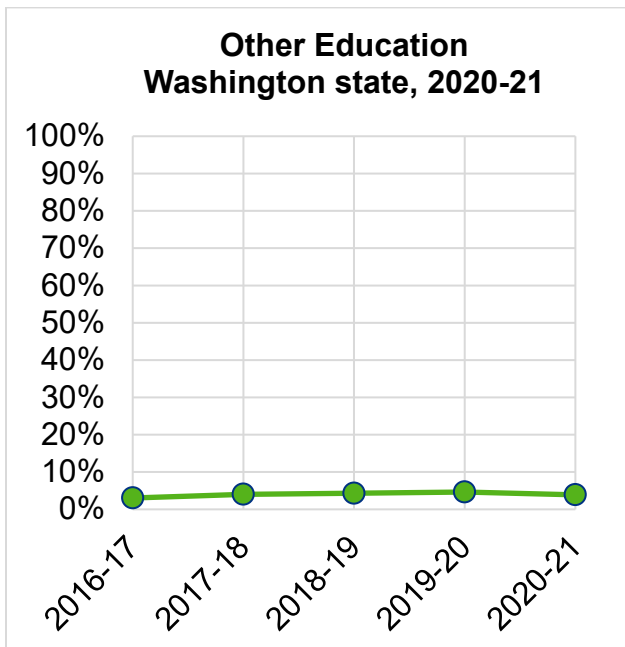
**Fig. 35: Percentage of respondents from 2016-17 to 2020-21 who met reporting criteria for Higher Education**



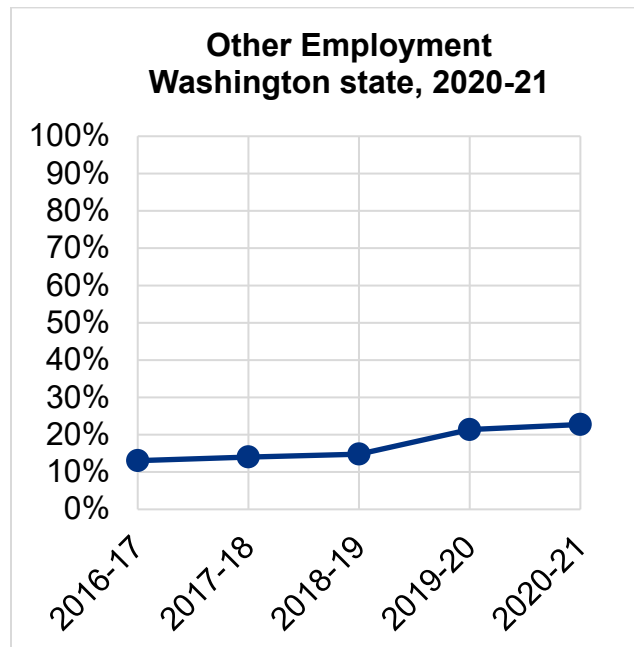
**Fig. 36: Percentage of respondents from 2016-17 to 2020-21 who met reporting criteria for Competitive Employment**



**Fig. 37: Percentage of respondents from 2016-17 to 2020-21 who met reporting criteria for Other Education**



**Fig. 38: Percentage of respondents from 2016-17 to 2020-21 who met reporting criteria for Other Employment**



## Summary of Five-year Overview

Table 8 and Figures 33-28 show the state's postsecondary outcomes for all respondents over the last five school years. There are a total of 6,261 respondents, the smallest number of respondents (and eligible leavers) since 2015-16.

From 2016-17 to 2017-18, the rate of Any Engagement increased by 2.51 percentage points (from 72.17% to 74.68%). From 2017-2018 to 2019-20, engagement decreased by 4.75 percentage points (74.68% to 69.93%). From 2019-20 to 2020-21, engagement increased by 4.34 percentage points.

Higher Education rates declined by 4.57 percentage points over four years, from 2016-17 to 2019-20 (21.31 to 16.74%). For 2020-21, Higher Education rates increased by 0.13 percentage points (to 16.87%).

Competitive Employment increased by 1.43 percentage points from 2016-17 to 2017-18 (34.76% to 36.19%) and decreased by 9.02 percentage points from 2017-18 to 2019-20 (36.19% to 27.17%). For 2020-21, Competitive Employment increased by 3.58 percentage points (27.17% to 30.75%).

Other Education increased by 1.60 percentage points over four years, from 2016-17 to 2019-20 (3.04% to 4.64%), but decreased by 0.73 percentage points in 2020-21.

Other Employment has steadily increased by 9.69 percentage points over five years, from 2016-17 to 2020-21 (13.05% to 22.74%).

## Appendix A: COVID-19

The impact of the COVID-19 pandemic on K-12 schools, postsecondary education, employment, and community began in Washington state in March 2020. Schools closed across the state, moving to virtual instruction with various degrees of knowledge and expertise. Businesses, particularly those in the service industry, moved to online services or closed (temporarily or permanently).

Although there is not rigorous research to draw correlation between the effects of the pandemic on Washington state's post-school outcomes, statewide engagement decreased by 4.75 percentage points from FFY 2018 to FFY 2020 (74.68% to 69.93%). In FFY 2020, the rates of Competitive Employment and Higher Education decreased, and the rate of Other Employment increased.

Despite concerns about the impact the pandemic might have on the survey response rate, statewide there was a small increase in the percentage of former students who were contacted and responded to the survey. FFY 2020 response rate was 78.16%, up by 1.07 percentage points from FFY 2019. This was the highest response rate in Washington state since FFY 2017.

For the FFY 2021 survey, engagement rates increased to levels that align more closely with rates prior to the start of the pandemic. From FFY 2020 to FFY 2021, Any Engagement increased by 4.34 percentage points, with a notable increase in Competitive Employment. The survey response rate increased by 0.71 percentage points and is the highest it's been since FFY 2016.

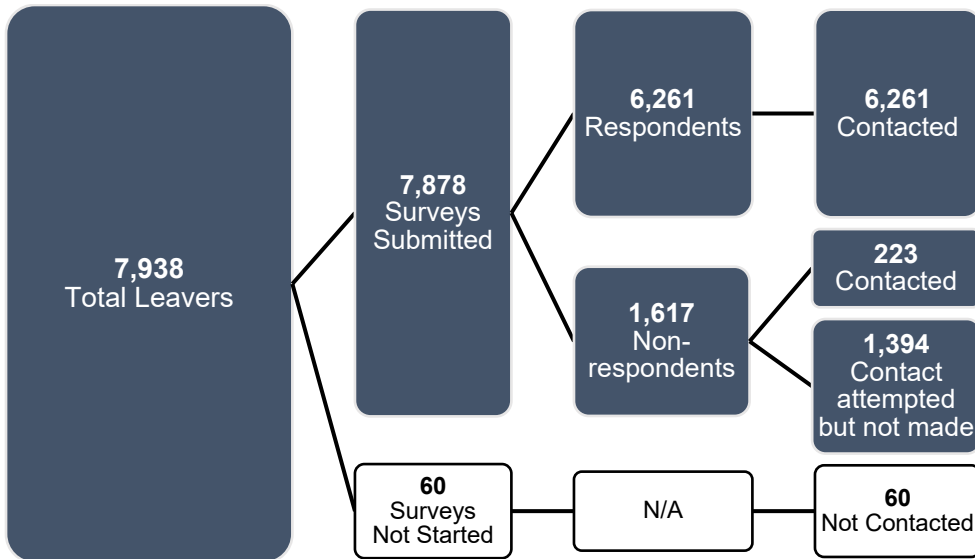
## Appendix B: Survey Population

A total of 7,938 youth were eligible for the survey because they were age 16-21, permanently exited high school in the 2020-21 school year, and had an IEP in place at the time of exit. Among these 7,938 eligible youth, surveys were submitted for 7,878 leavers. Submitted surveys are separated into two categories: Respondents and Non-respondents (Figure 3).

There were 6,261 Respondents who were contacted for the survey and answered the survey questions. There were 1,617 Non-respondents who were contacted but did not answer the survey questions. Of the 1,617 Non-respondents, 223 were reached by phone but opted not to participate in the survey, and 1,394 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (17.93%), unable to reach after three attempts (64.69%), declined interview (13.79%), and other reasons (3.59%).

There were 60 eligible leavers that were not contacted by school district personnel for the survey. Surveys for these youth were never started, and they are not included in the total count of Non-respondents. CCTS is working with school districts to reduce the number of students who are not contacted for the 2023 survey.

Figure 39: Survey Population Detail



## Appendix C: Representativeness

After the census was conducted, a Response Calculator from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) was used to measure the representativeness of the respondent group. Calculations were made on the characteristics of disability type, race/ethnicity, gender, language proficiency, and exit status to determine whether the leavers who responded to the interviews were similar, or different from, the total population of young adults with an IEP who exited school in 2019-20 (see Table 9).

According to the NTACT:C Response Calculator, differences between the Respondent Group and the Target Leaver Group of  $\pm 3\%$  are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, a red highlight is used to indicate a difference exceeding the  $\pm 3\%$  interval.

The NTACT:C Response Calculator includes eight categories of respondents for measuring representativeness: Specific Learning Disability, Emotional/Behavioral Disability, Intellectual Disability, All Other Disabilities, Female, Non-white, English Learner, and Drop-out. Washington state gathered representative data from all groups.

**Table 9: NTACT:C Response Calculator – Representativeness**

	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
<b>Over-all</b>	7,938	6,261	NA	NA	NA
<b>Specific Learning Disability</b>	3,817	2,991	48.09%	47.77%	-0.31%
<b>Emotional/Behavioral Disability</b>	374	273	4.71%	4.36%	-0.35%
<b>Intellectual Disability</b>	262	217	3.30%	3.47%	0.17%
<b>All Other Disabilities</b>	3,485	2,780	43.90%	44.40%	0.50%
<b>Female</b>	2,884	2,271	36.33%	36.27%	-0.06%
<b>Non-white Race/Ethnicity</b>	3,634	2,844	45.78%	45.42%	-0.36%
<b>English Learner</b>	1,181	936	14.88%	14.95%	0.07%
<b>Drop-out</b>	1,014	652	12.77%	10.41%	-2.36%

Note: positive difference indicates over-representation, negative difference indicates under-representation.

### Selection Bias

As in previous years, post-school outcome data collection shows representativeness in areas of disability, gender, and ethnicity. Based on data collected since FFY 2013, this is the first time data were also representative of students who dropped out. Representativeness among these former students increased by 1.74 percentage points from FFY 2020 to FFY 2021 (-4.10 to -2.36).

The increase in representativeness among students who drop out is likely due to updates in the TSF2 data collection platform related to deleting leavers from the system. Based on informal observations, CCTS was concerned that students who drop out were being deleted from the system, rather than contacted for the survey, but did not have a mechanism to track that information. With updates to the TSF2 platform for the FFY 2021 survey, TSF2 users must now provide a reason when deleting leavers from the system (e.g. student returned to school and is no longer considered a leaver). CCTS reviewed the deleted leaver records and followed-up with TSF2 users for further information as needed. There were 28 leavers who dropped out, were deleted from the TSF2 due to user error, then added back to the system. If those 28 leavers were permanently deleted for the FFY 2021 survey, students who dropped out would be underrepresented in the data.

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CCTS continues to make improvements to the TSF2 data collection platform and training materials in hopes that representativeness will continue to increase among the most difficult to reach students.