



Indicator B14 Post-School Outcome Report

Washington state, 2017-18 leaver year

Center for Change in Transition Services, Seattle University

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 six 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.

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 for 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 to gather and report outcomes based on Indicator B14. PSO data are collected not only for reporting, but for continuous programmatic improvement.

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 (e.g. gender, disability, race/ethnicity)
- 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.

Post-School Outcome 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/ Training, 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/Training: 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 have worked for pay or been self-employed for at least 90 days at any time in the first year since leaving high school. 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/Training, and Other Employment).

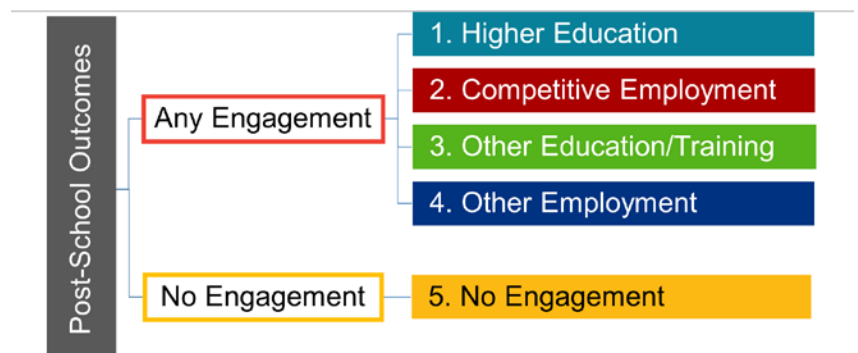


Figure 1: Displaying PSO data by engagement

Post-School Outcomes for all Respondents

Table: Survey Response Rate

Table 1 displays the total number of leavers in Washington and number of leavers who completed the Post-School Survey (respondents). The response rate is calculated from these numbers, indicating that the survey data represents outcomes for approximately 76% of the 2017-18 special education leavers.

Total number of 2017-18 leavers	Total number of respondents	Survey response rate
8,901	6,825	76.7%

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

Table: Statewide Post-School Outcomes

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

Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
6,825	20.5%	36.2%	4.0%	14.0%	25.3%

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

Chart: Statewide Post-School Outcomes

Chart 1 illustrates the overall outcomes for respondents statewide.

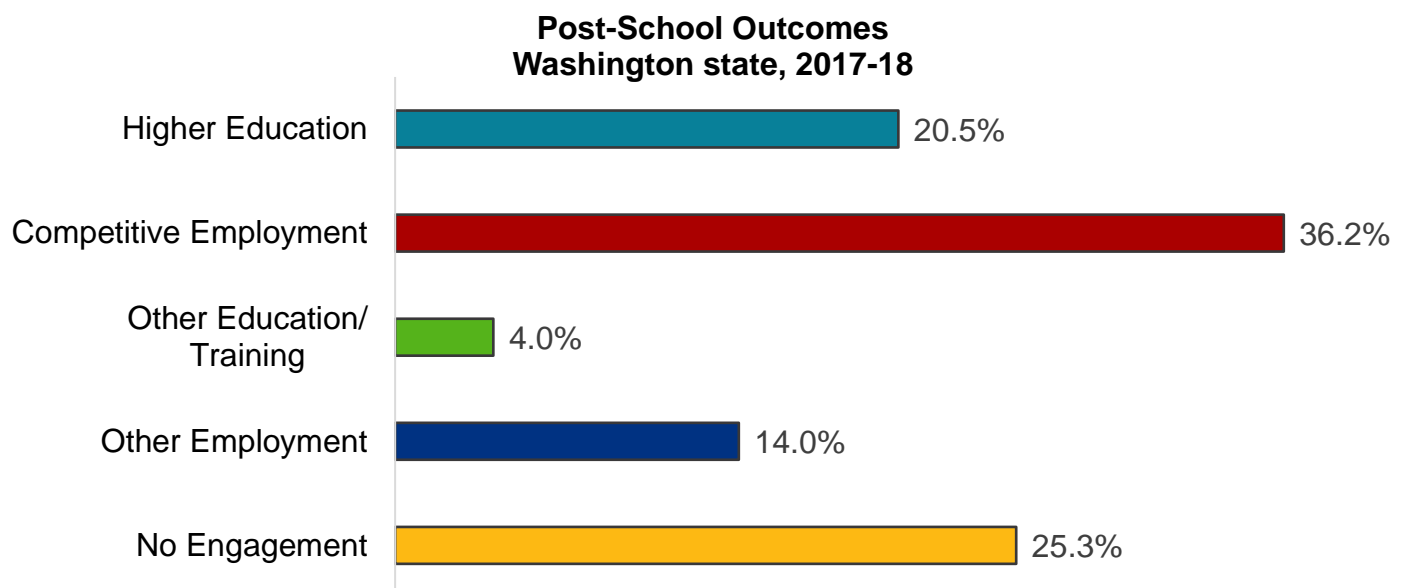


Chart 1: Post-school outcomes for all respondents in Washington state

Outcomes by Exit Categories

Table: Outcomes by Exit Categories

Table 3 displays the outcomes for respondents who graduated high school vs those who dropped out.

Graduated refers to any student who left high school with a diploma. **Dropped out** refers to students who aged out without a diploma, were expected to return and did not, and/or earned their GED.

Exit Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	5,850	23.5%	36.8%	3.9%	13.8%	22.0%
Dropped Out	975	1.9%	32.6%	5.0%	15.4%	45.0%

Table 3: Post-school outcomes for all respondents in Washington state by Exit Categories

Charts: Any vs. No Engagement by Exit Categories

Charts 2 and 3 illustrate overall engagement and non-engagement outcomes for all respondents by high school exit status.

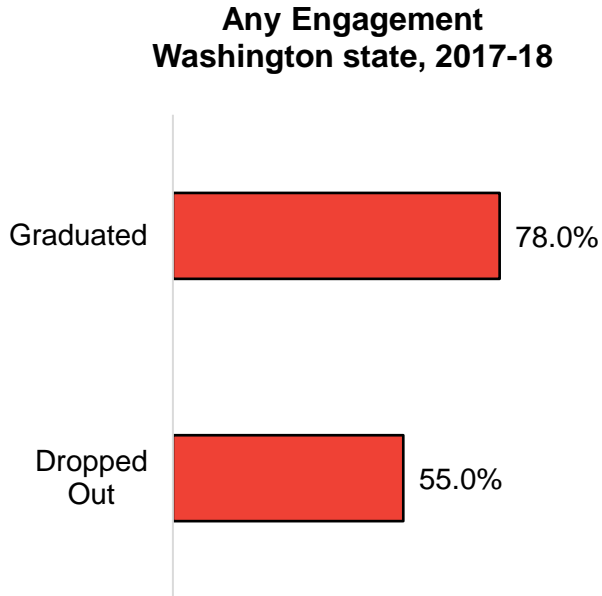


Chart 2: Any Engagement by Exit Categories

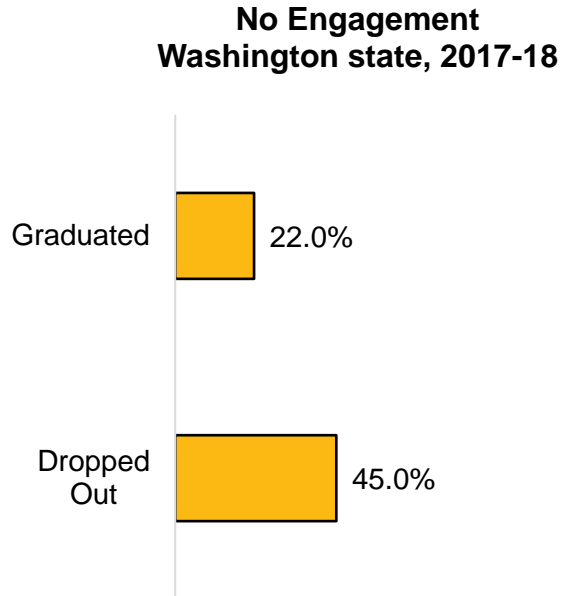


Chart 3: No Engagement by Exit Categories

Charts: Engagement Outcomes by Exit Categories

Charts 4-7 illustrate the engagement outcomes for respondents by high school exit status.

Higher Education Washington state, 2017-18

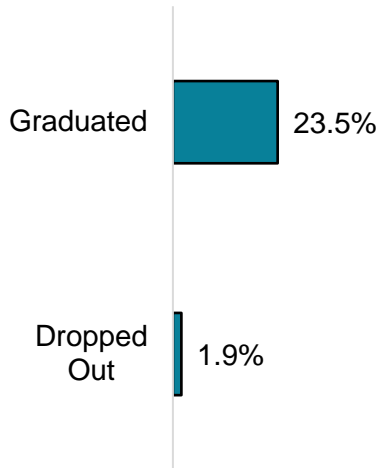


Chart 4: Higher Education by Exit Categories

Competitive Employment Washington state, 2017-18

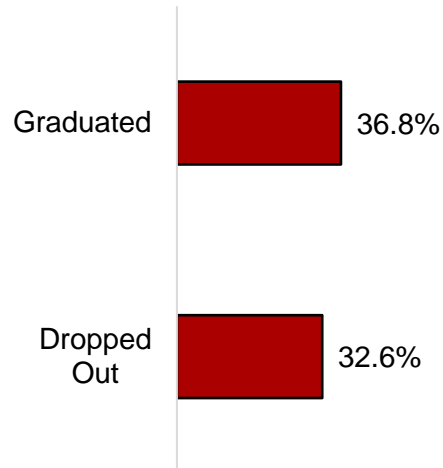


Chart 5: Competitive Employment by Exit Categories

Other Education/Training Washington state, 2017-18

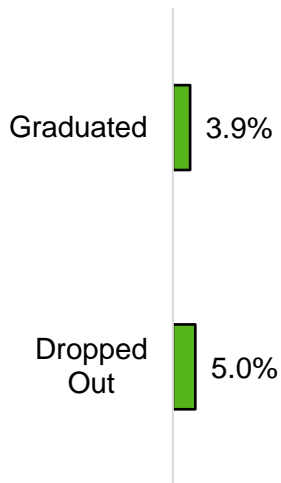


Chart 6: Other Education/Training by Exit Categories

Other Employment Washington state, 2017-18

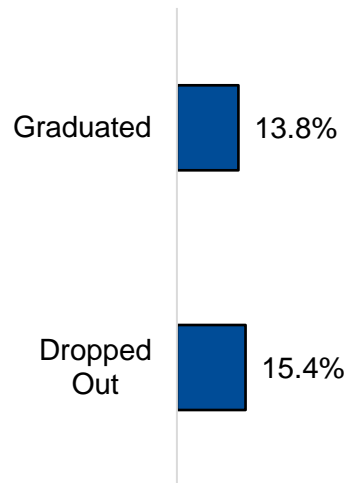


Chart 7: Other Employment by Exit Categories

Outcomes by Gender Categories

Table: Outcomes by Gender Categories

Table 4 displays the outcomes for respondents by gender categories.

The three gender categories listed refer to biological sex. **F** refers to female; **M** refers to male; and **X** refers to gender that is not exclusively male or female¹.

Gender Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
F	2,427	23.8%	30.8%	4.1%	13.4%	27.9%
M	4,398	18.6%	39.2%	4.0%	14.3%	23.9%
X	0	NA	NA	NA	NA	NA

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

Charts: Any Engagement vs. No Engagement by Gender Categories

Charts 8 and 9 illustrate overall engagement and non-engagement outcomes for all respondents by gender categories.

Any Engagement
Washington state, 2017-18

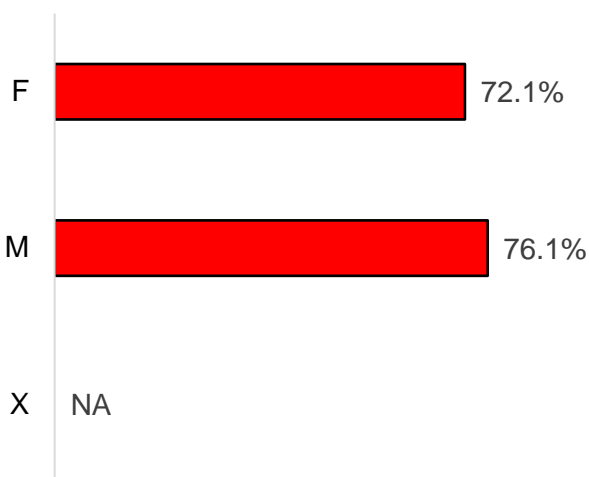


Chart 8: Any Engagement by Gender Categories

No Engagement
Washington state, 2017-18

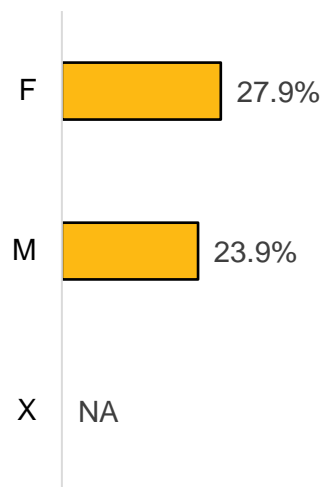


Chart 9: No Engagement by Gender Categories

¹ [Comprehensive Education Data and Research System \(CEDARS\) Data Manual, 2019](#)

Charts: Engagement Outcomes by Gender Categories

Charts 10-13 illustrate the engagement outcomes for respondents by gender categories.

Higher Education Washington state, 2017-18

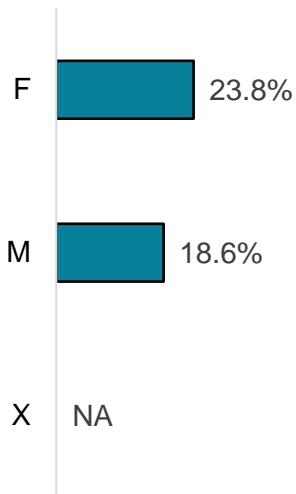


Chart 10: Higher Education by Gender Categories

Competitive Employment Washington state, 2017-18

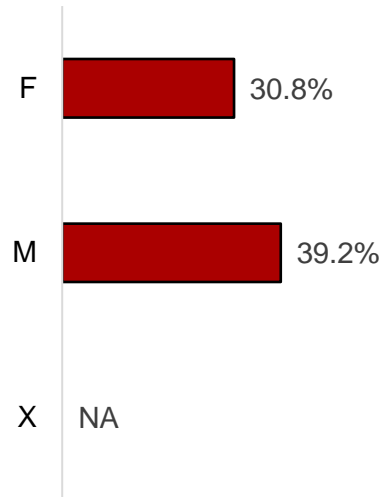


Chart 11: Competitive Employment by Gender Categories

Other Education/Training Washington state, 2017-18

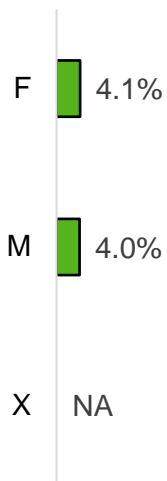


Chart 12: Other Education/Training by Gender Categories

Other Employment Washington state, 2017-18

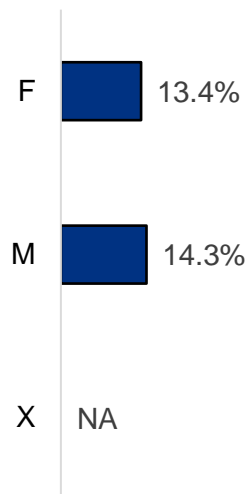


Chart 13: Other Employment by Gender Categories

Outcomes by Disability Categories

Table: Outcomes by Disability Categories

Table 5 displays the outcomes for respondents by disability categories.

The **Sensory Impairments** category includes Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness. The **Other Disability** category includes Orthopedic Impairment, Multiple Disabilities, Communication Disorder, and Traumatic Brain Injury.

Disability Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Emotional/Behavioral Disability	358	17.0%	24.0%	5.9%	15.9%	37.2%
Other Health Impairments	1,875	21.5%	36.9%	4.3%	13.1%	24.3%
Specific Learning Disability	3,238	20.6%	44.4%	2.9%	14.1%	18.0%
Intellectual Disability	364	4.4%	20.6%	5.5%	20.9%	48.6%
Sensory Impairments	91	40.7%	27.5%	6.6%	6.6%	18.7%
Autism	597	27.6%	16.9%	5.7%	14.2%	35.5%
Other Disability	302	15.2%	18.2%	6.6%	9.9%	50.0%

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

Charts: Any Engagement vs. No Engagement by Disability Categories

Charts 14 and 15 illustrate overall engagement and non-engagement outcomes for all respondents by disability categories.

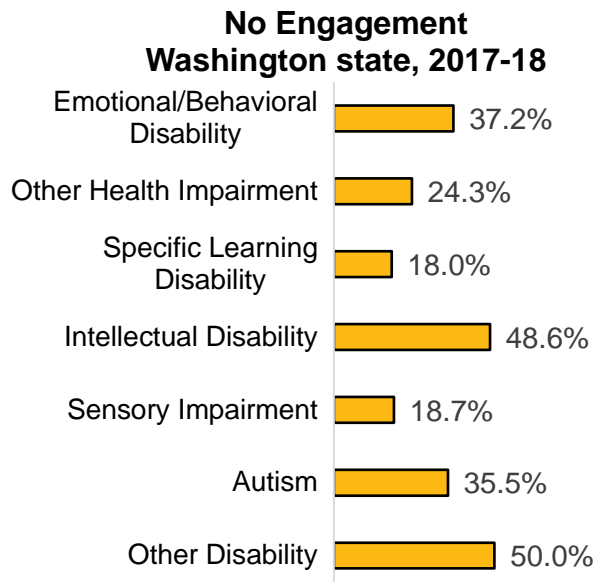
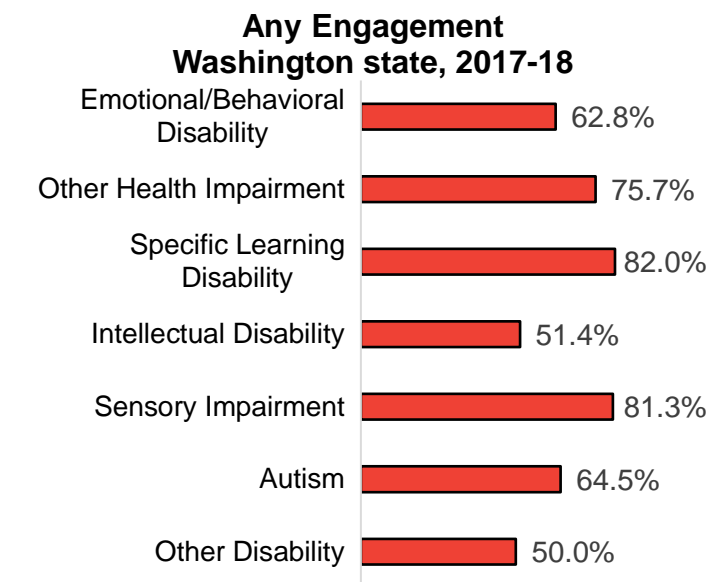


Chart 14: Any Engagement by Disability Categories

Chart 15: No Engagement by Disability Categories

Charts: Engagement Outcomes by Disability Categories

Charts 16-19 illustrate the engagement outcomes for respondents by disability categories.

**Higher Education
Washington state, 2017-18**

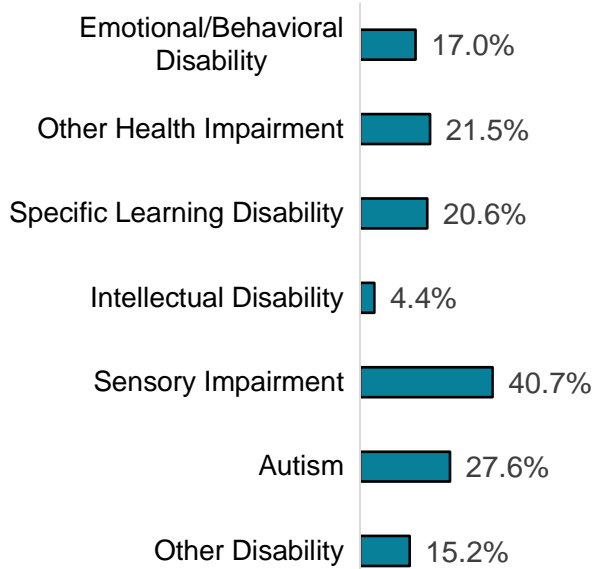


Chart 16: Higher Education by Disability Categories

**Competitive Employment
Washington state, 2017-18**

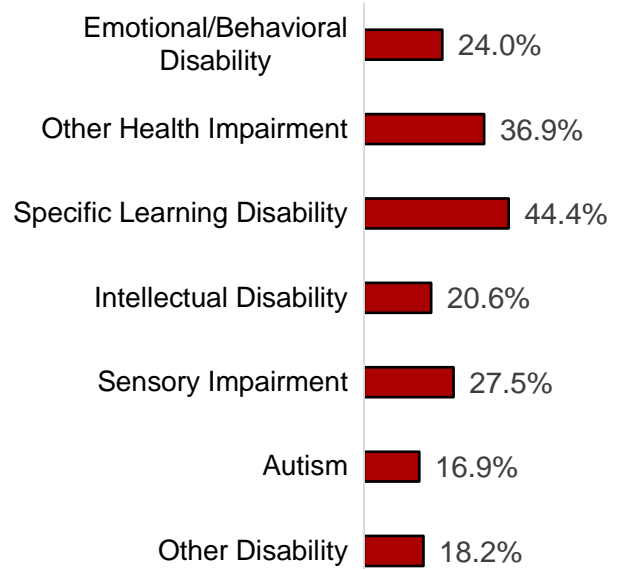


Chart 17: Competitive Employment by Disability Categories

**Other Education/Training
Washington state, 2017-18**

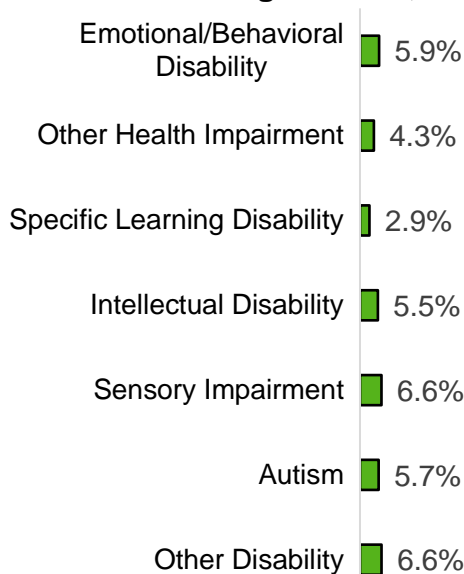


Chart 18: Other Education/Training by Disability Categories

**Other Employment
Washington state, 2017-18**

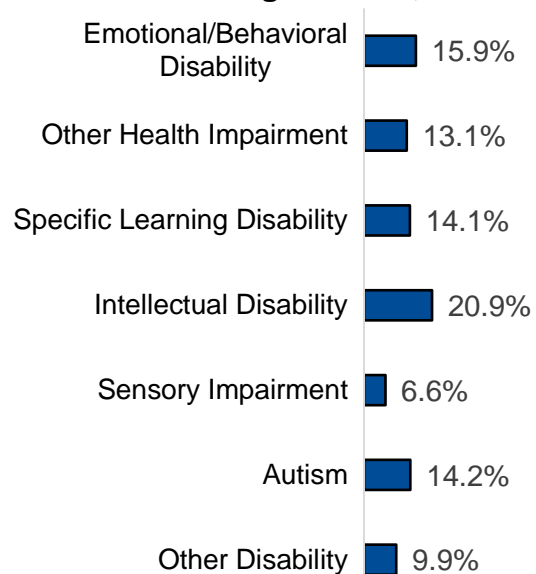


Chart 19: Other Employment by Disability Categories

Outcomes by Race/Ethnicity Categories

Table: Outcomes by Race/Ethnicity Categories

Table 6 displays the outcomes for respondents by race/ethnicity categories.

Because the sample size is less than 10, outcomes for the **Not provided** category are not reported.

Race/Ethnicity Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
American Indian/ Alaska Native	169	16.0%	32.0%	3.6%	12.4%	36.1%
Asian	207	36.2%	16.4%	4.3%	15.5%	27.5%
Black/African American	442	26.9%	28.5%	3.6%	13.8%	27.1%
Hispanic/Latino	1,570	16.3%	39.4%	3.6%	15.4%	25.4%
Caucasian/White	3,873	20.7%	37.0%	4.2%	13.6%	24.7%
Native Hawaiian/ Pacific Islander	45	11.1%	51.1%	2.2%	17.8%	17.8%
Of more than one race or multiracial	512	22.3%	35.2%	4.9%	13.3%	24.4%
Not provided	7	NA	NA	NA	NA	NA

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

Charts: Any Engagement vs. No Engagement by Race/Ethnicity Categories

Charts 20 and 21 illustrate overall engagement and non-engagement outcomes for all respondents by race/ethnicity categories.

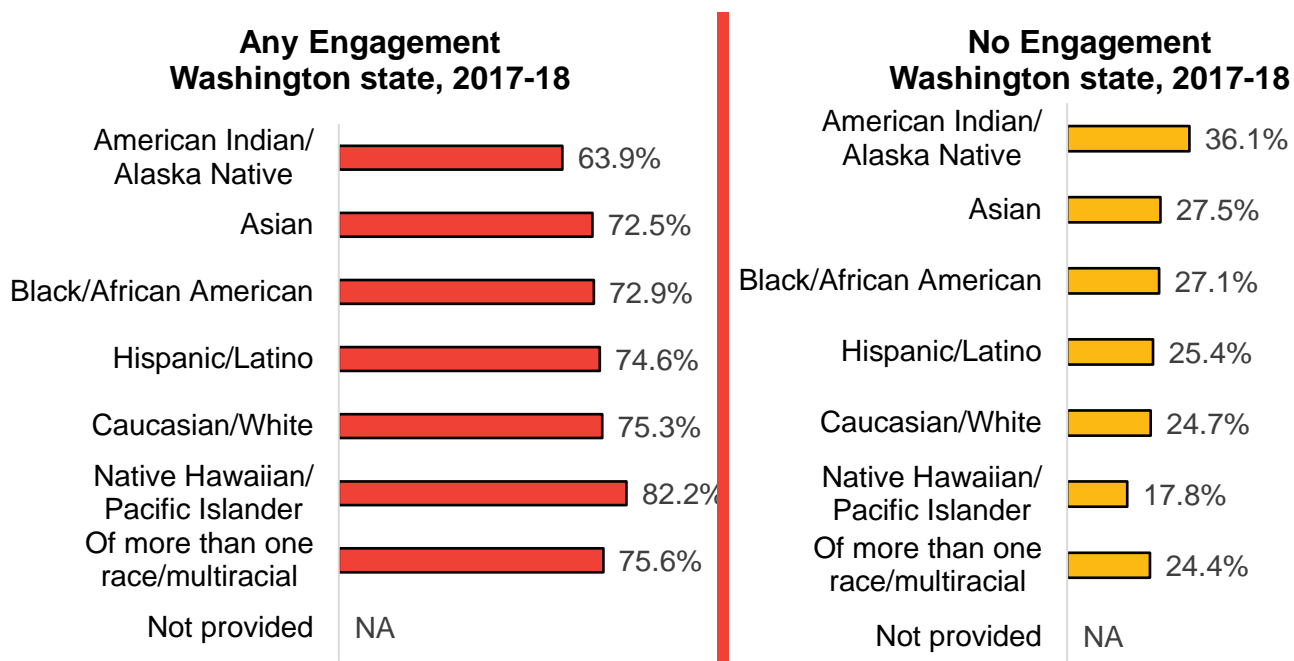


Chart 20: Any Engagement by Race/Ethnicity Categories

Chart 21: No Engagement by Race/Ethnicity Categories

Charts: Engagement Outcomes by Race/Ethnicity Categories

Charts 22-25 illustrate the engagement outcomes for respondents by Race/Ethnicity Categories.

**Higher Education
Washington state, 2017-18**

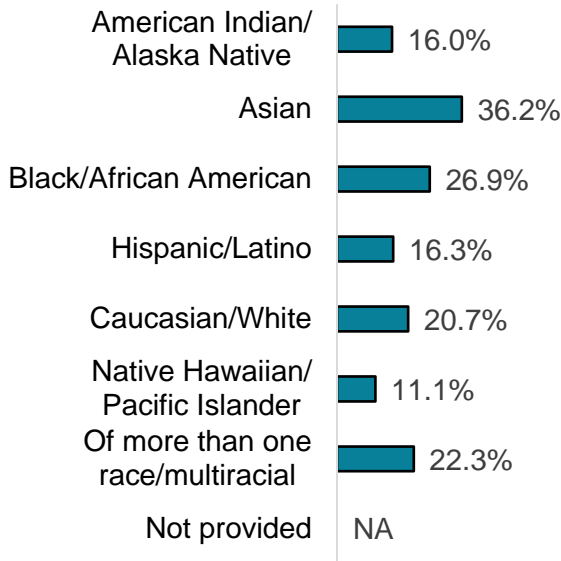


Chart 22: Higher Education by Race/Ethnicity Categories

**Competitive Employment
Washington state, 2017-18**

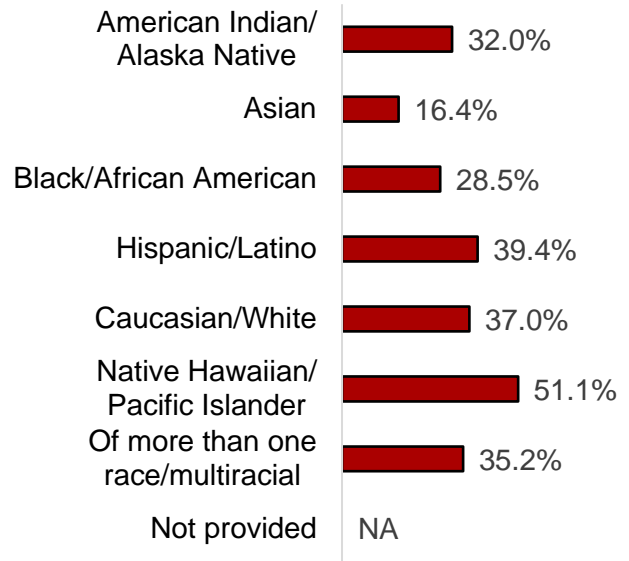


Chart 23: Competitive Employment by Race/Ethnicity Categories

**Other Education/Training
Washington state, 2017-18**

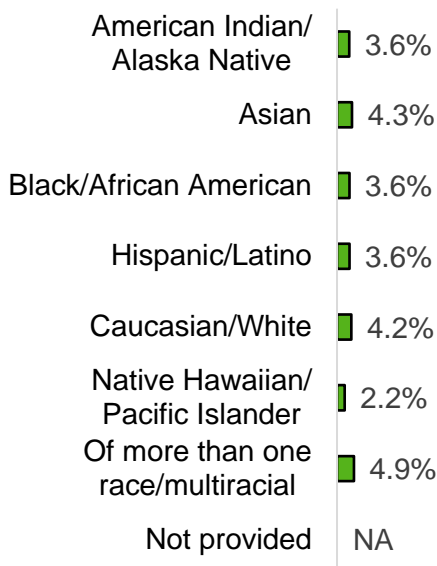


Chart 24: Other Education/Training by Race/Ethnicity Categories

**Other Employment
Washington state, 2017-18**

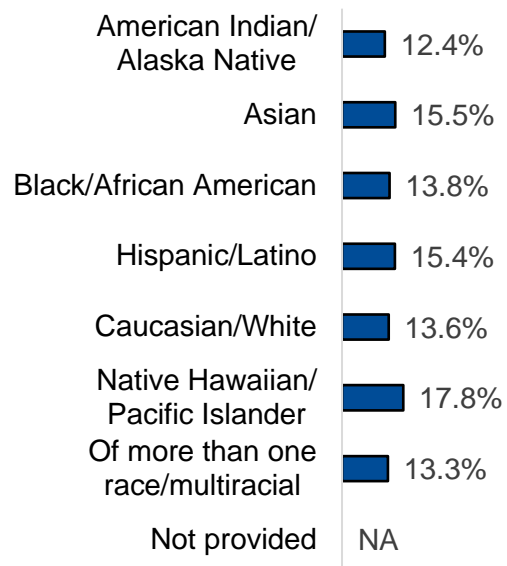


Chart 25: Other Employment by Race/Ethnicity Categories

Outcomes by English Proficiency Categories

Table: Outcomes by English Proficiency Categories

Table 7 displays the outcomes for respondents by English proficiency categories.

LEP refers to any student with Limited English Proficiency. **NLEP** refers to students with No Limited English Proficiency.

Exit Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
LEP	812	16.9%	39.4%	3.4%	14.2%	26.1%
NLEP	5,966	21.0%	35.9%	4.1%	14.0%	25.0%
Unknown	47	10.6%	23.4%	6.4%	10.6%	48.9%

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

Charts: Any Engagement vs. No Engagement by English Proficiency Categories

Charts 26 and 27 illustrate overall engagement and non-engagement outcomes for all respondents by English proficiency categories.

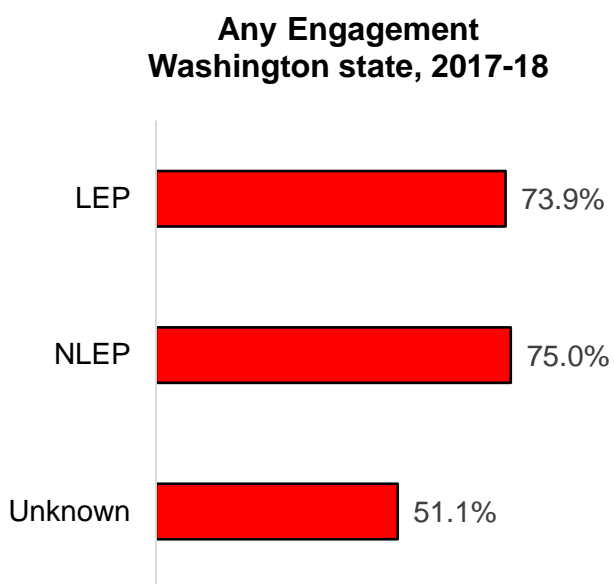


Chart 26: Any Engagement by English Proficiency Categories

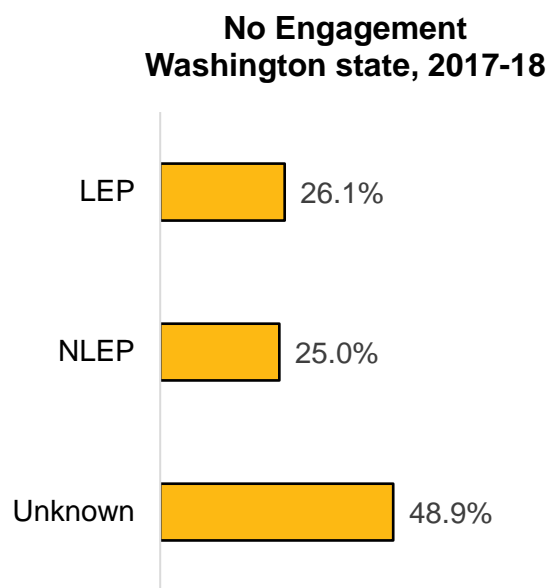


Chart 27: No Engagement by English Proficiency Categories

Charts: Engagement Outcomes by English Proficiency Categories

Charts 28-31 illustrate the engagement outcomes for respondents by English proficiency categories.

Higher Education Washington state, 2017-18

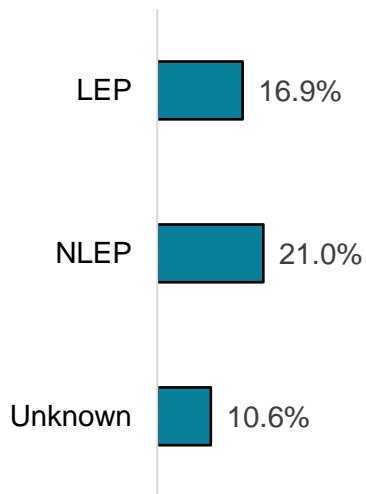


Chart 28: Higher Education by English Proficiency Categories

Competitive Employment Washington state, 2017-18

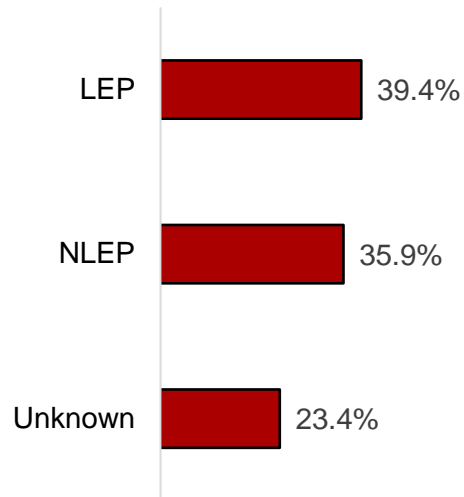


Chart 29: Competitive Employment by English Proficiency Categories

Other Education/Training Washington state, 2017-18

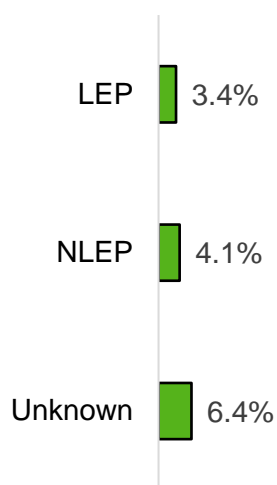


Chart 30: Other Education/Training by English Proficiency Categories

Other Employment Washington state, 2017-18

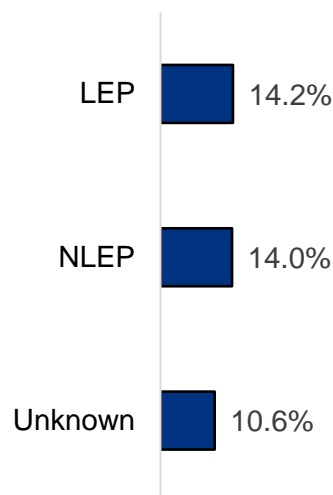


Chart 31: Other Employment by English Proficiency Categories

Post-School Outcomes, Five-Year Overview

Table: Post-School Outcomes, Five-Year Overview

Table 8 displays the overall outcomes for all statewide respondents over the last five years.

Leaver Year	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
2017-18	6,825	20.5%	36.2%	4.0%	14.0%	25.3%
2016-17	6475	21.3%	34.8%	3.1%	13.1%	27.8%
2015-16	6081	21.8%	35.3%	2.9%	12.2%	27.8%
2014-15	6153	22.1%	33.4%	3.3%	11.6%	29.5%
2013-14	5717	22.3%	30.9%	3.2%	11.0%	32.6%

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

Charts: Any Engagement vs. No Engagement, Five-Year Overview

Line charts 32 and 33 illustrate the overall engagement and non-engagement outcomes for all respondents over the last five years.

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

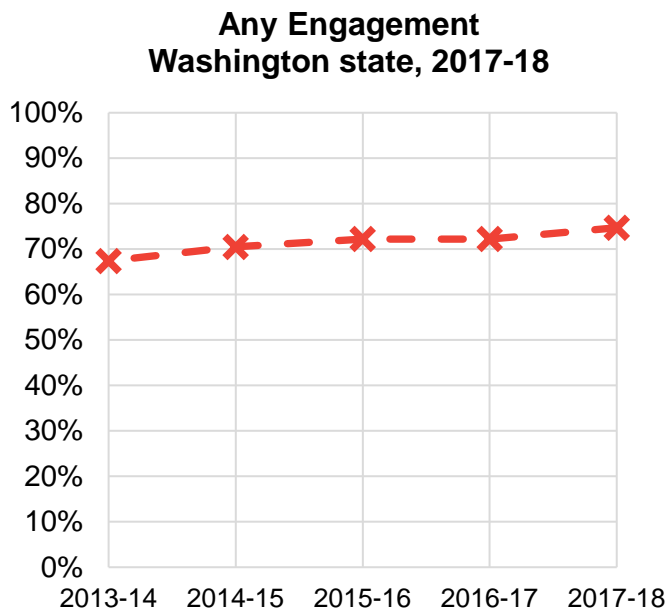


Chart 32: Any Engagement Five-Year Overview

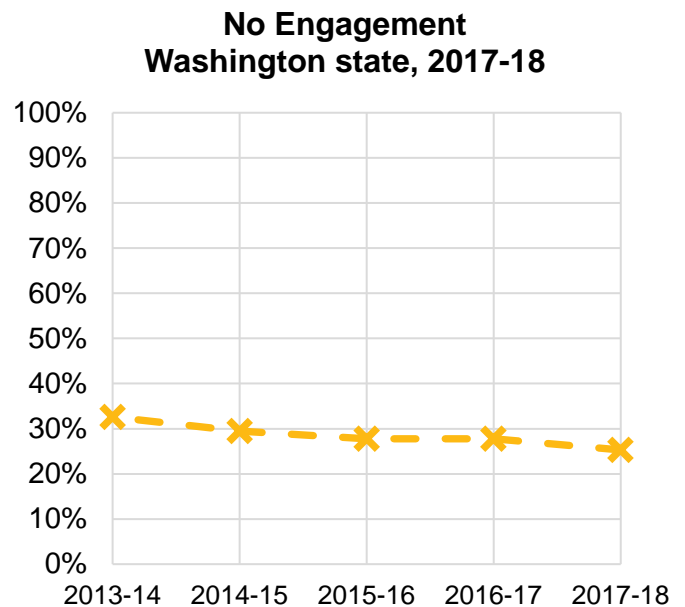


Chart 33: No Engagement Five-Year Overview

Charts: Engagement Outcomes, Five-Year Overview

Charts 34-37 illustrate the engagement outcomes for respondents over the last five years.

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

Higher Education Washington state, 2017-18

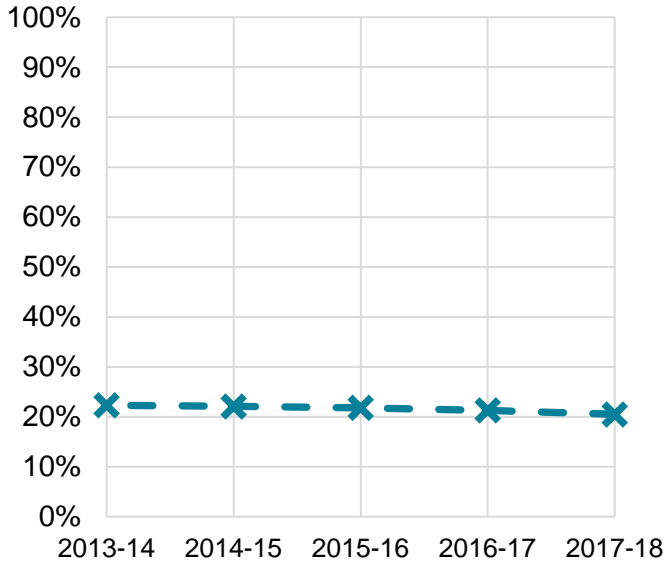


Chart 34: Higher Education Five-Year Overview

Competitive Employment Washington state, 2018-18

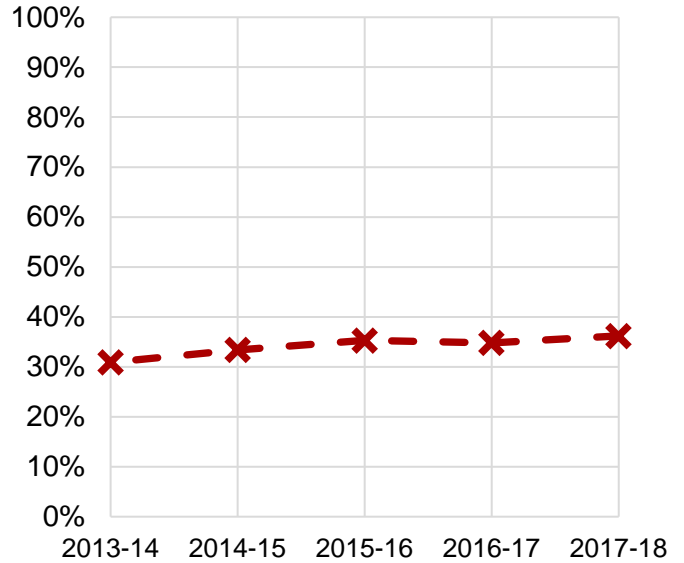


Chart 35: Competitive Employment Five-Year Overview

Other Education/Training Washington state, 2017-18

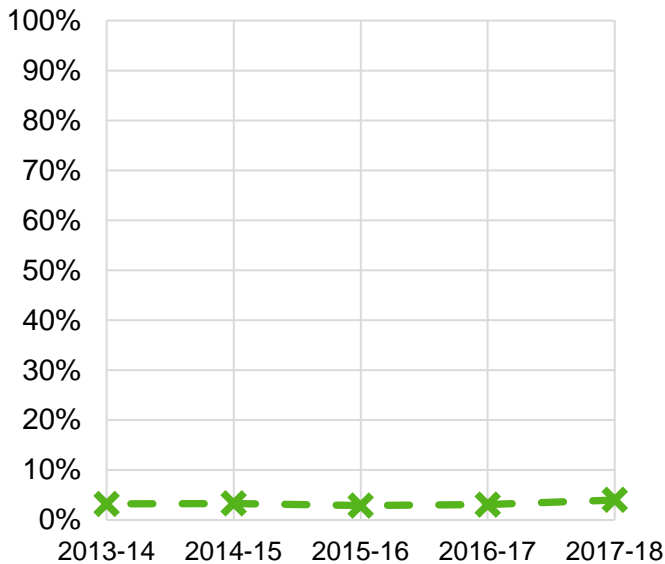


Chart 36: Other Education/Training Five-Year Overview

Other Employment Washington state, 2017-18

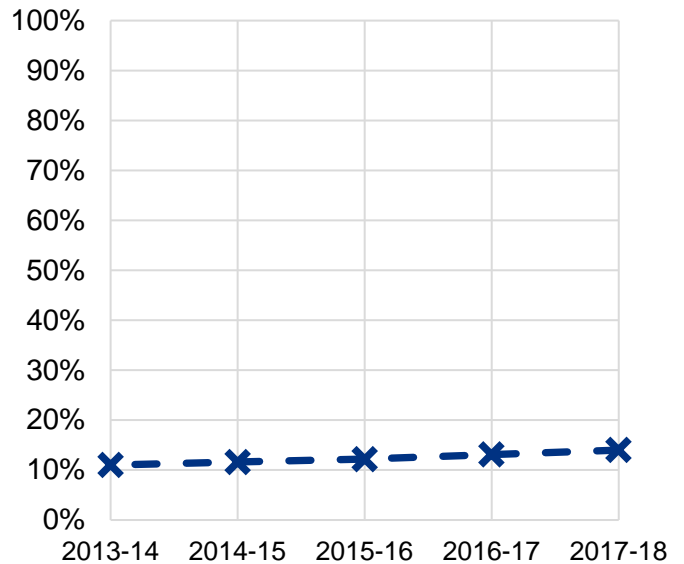


Chart 37: Other Employment Five-Year Overview

Appendix: Representativeness

After the Post-School Survey census was conducted, the National Technical Assistance Center on Transition (NTACT) Response Calculator was used to measure the representativeness of the respondent group. Calculations were made on the characteristics of disability type, gender, race/ethnicity, English proficiency, and exit status to determine whether the former students who responded to the interviews were similar to, or different from, the total population of young adults with an IEP who exited school in 2017-18 (see Table 9).

According to the NTACT 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. A difference exceeding the $\pm 3\%$ interval is indicated with an asterisk and highlighted in red.

The calculations in Table 9 indicate that Washington state gathered data from a representative group, except for leavers who dropped out of school. Students who dropped out continue to be under-represented in the current response group (-5.61%).

Table: NTACT Response Calculator – Representativeness

	Overall	Specific Learning Disability	Emotional/ Behavioral Disability	Intellectual Disability	All Other Disabilities	Female	Minority	English Learners	Dropped out
Target Leaver Totals	8901	4214	517	435	3735	3161	3908	1058	1771
Response Totals	6825	3238	358	364	2865	2427	2952	812	975
Target Leaver Representation		47.34%	5.81%	4.89%	41.96%	35.51%	43.91%	11.89%	19.90%
Respondent Representation		47.44%	5.25%	5.33%	41.98%	35.56%	43.25%	11.90%	14.29%
Difference		0.10%	-0.56%	0.45%	0.02%	0.05%	-0.65%	0.01%	-5.61%*

Table 9: NTACT Response Calculator – Representativeness

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

***A difference exceeding +/-3% is indicated with an asterisk and highlighted in red.**

NTACT encourages users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at <http://www.psocenter.org/collecting.html>.