

CCTS
CENTER FOR CHANGE IN
TRANSITION SERVICES

Indicator B14

Post-School Outcome Report

Washington state, 2018-19 leaver year

January 15, 2021

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 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.

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 for gathering and reporting 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 (exit status, gender, disability, race/ethnicity, English 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.

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.).

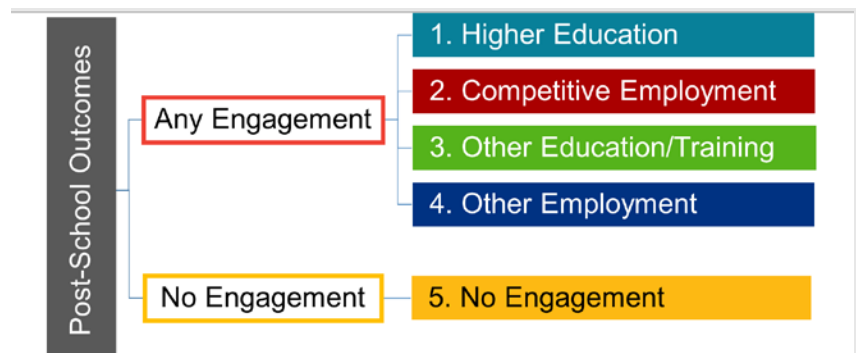
Viewing Post-School Outcome Data

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).

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 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 77.1% of the 2018-19 special education leavers.

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

Total number of 2018-19 leavers	Total number of respondents	Survey response rate
8,908	6,867	77.1%

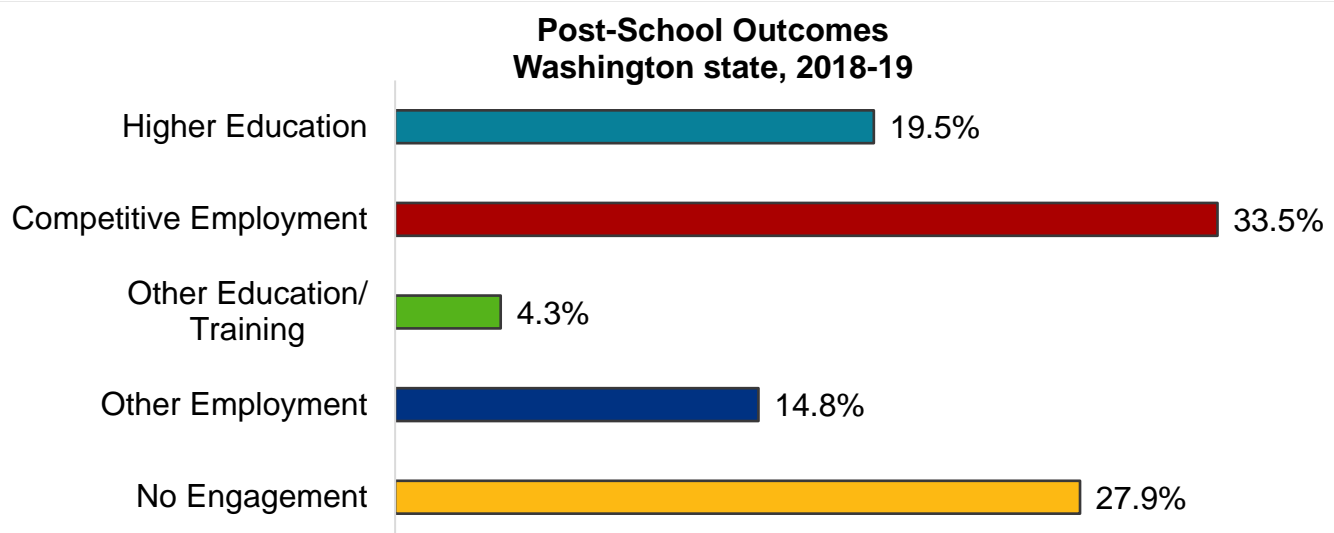
Statewide Post-School Outcomes

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/Training, 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%	19.5%	33.5%	4.3%	14.8%	27.9%
6,867	1,339	2,297	295	1,016	1,920

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



Outcomes by Exit Categories

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.

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

Exit Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	5,819	22.5%	34.3%	3.6%	15.0%	24.6%
Dropped Out	1,048	3.1%	28.9%	7.9%	13.5%	46.6%

Any vs. No Engagement by Exit Categories

Figures 3 and 4 illustrate overall engagement and non-engagement outcomes for all respondents by high school exit status.

Fig. 3: Any Engagement by Exit Categories

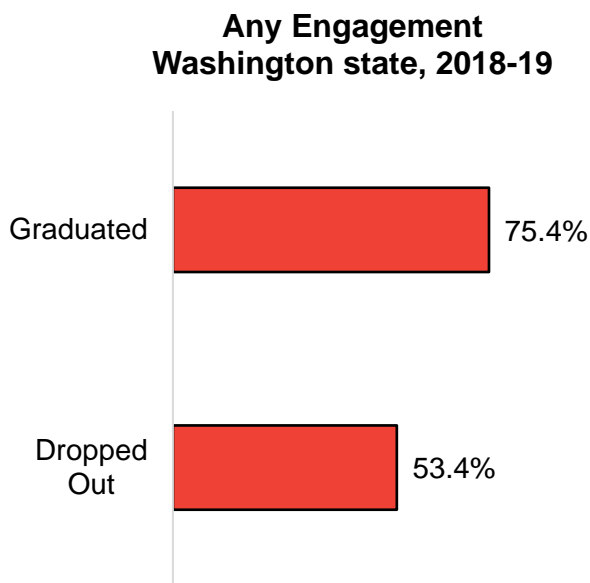
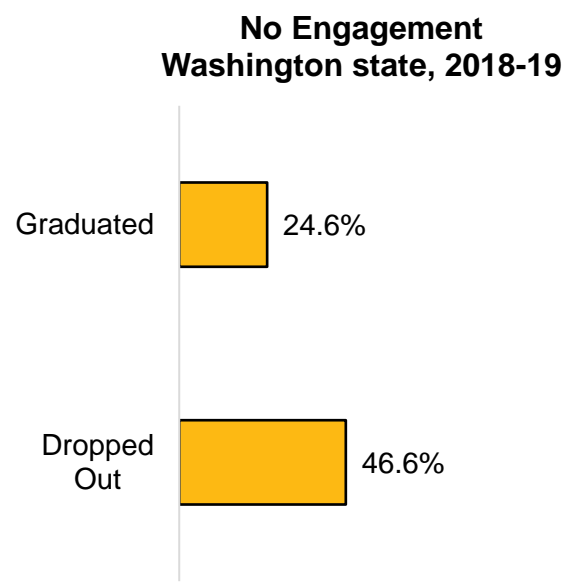


Fig. 4: No Engagement by Exit Categories



Engagement Outcomes by Exit Categories

Figures 5-8 illustrate the engagement outcomes for respondents by high school exit status.

Fig. 5: Higher Education by Exit Categories

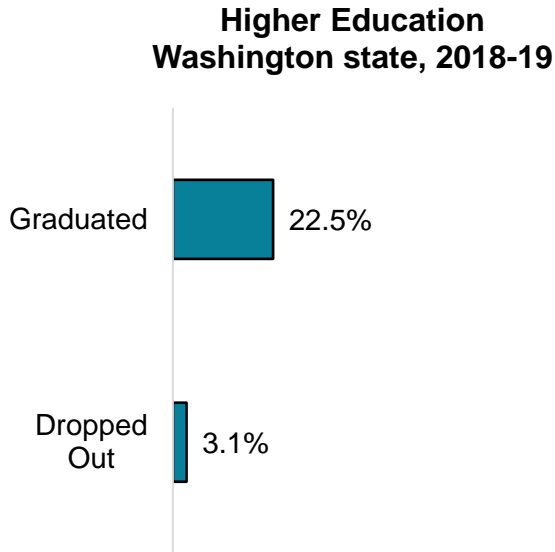


Fig. 6: Competitive Employment by Exit Categories

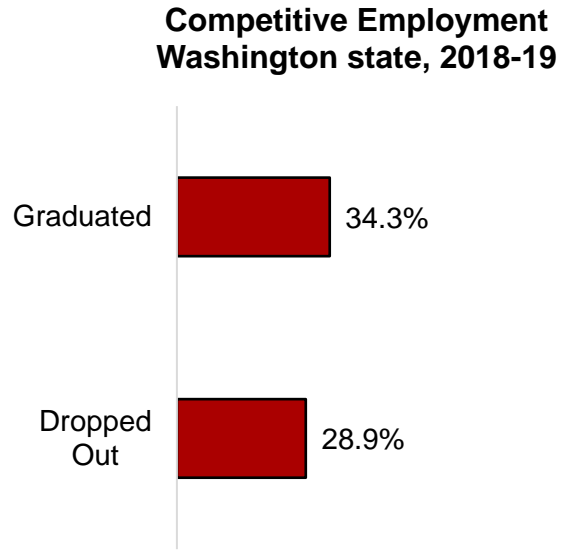


Fig. 7: Other Education/Training by Exit Categories

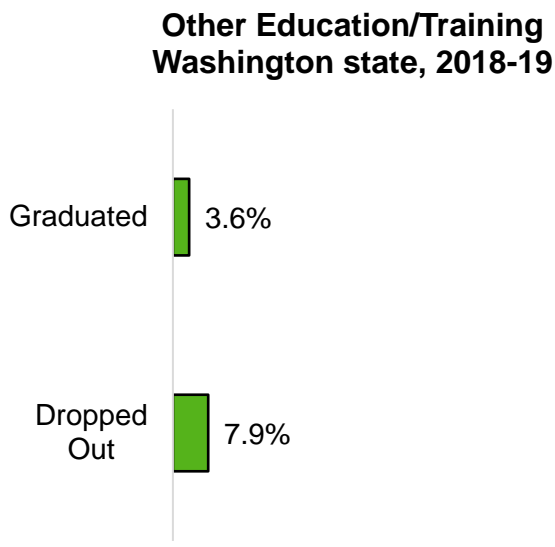
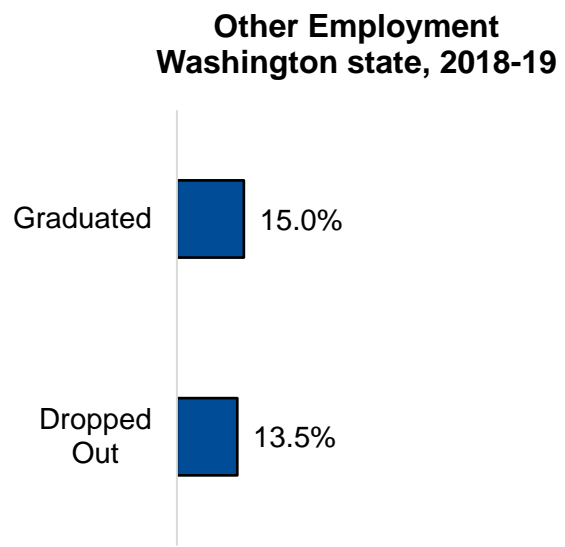


Fig. 8: Other Employment by Exit Categories



Outcomes 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.

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

Gender Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
F	2,468	23.5%	28.0%	4.9%	13.9%	29.7%
M	4,386	17.3%	36.6%	4.0%	15.3%	26.8%
X	13	0.0%	0.0%	0.0%	23.0%	76.9%

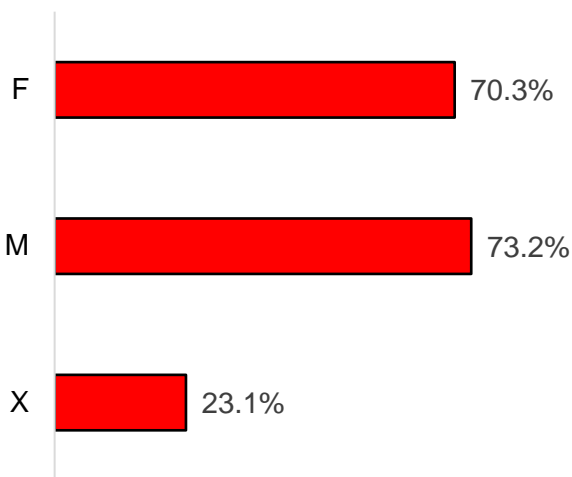
Any Engagement vs. No Engagement by Gender Categories

Figures 9 and 10 illustrate overall engagement and non-engagement outcomes for all respondents by gender categories.

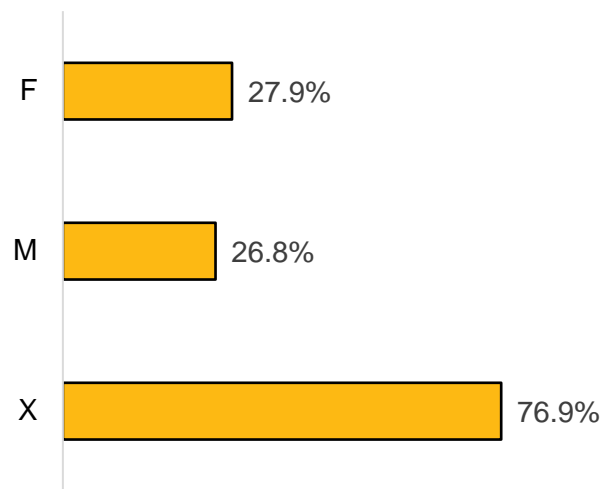
Fig. 9: Any Engagement by Gender Categories

Fig. 10: No Engagement by Gender Categories

Any Engagement
Washington state, 2018-19



No Engagement
Washington state, 2018-19



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

Engagement Outcomes by Gender Categories

Figures 11-15 illustrate the engagement outcomes for respondents by gender categories.

Fig. 11: Higher Education by Gender Categories

Fig. 12: Competitive Employment by Gender Categories

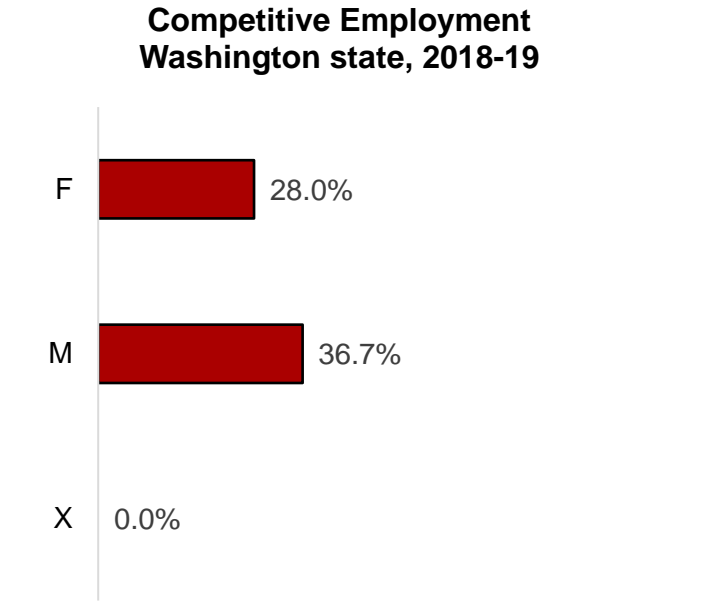
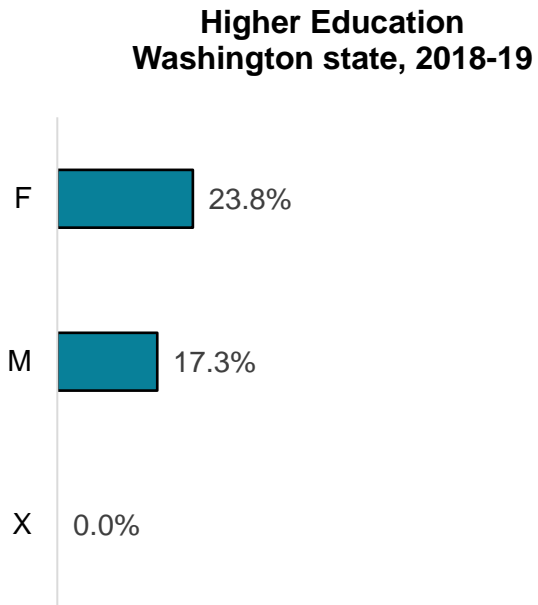
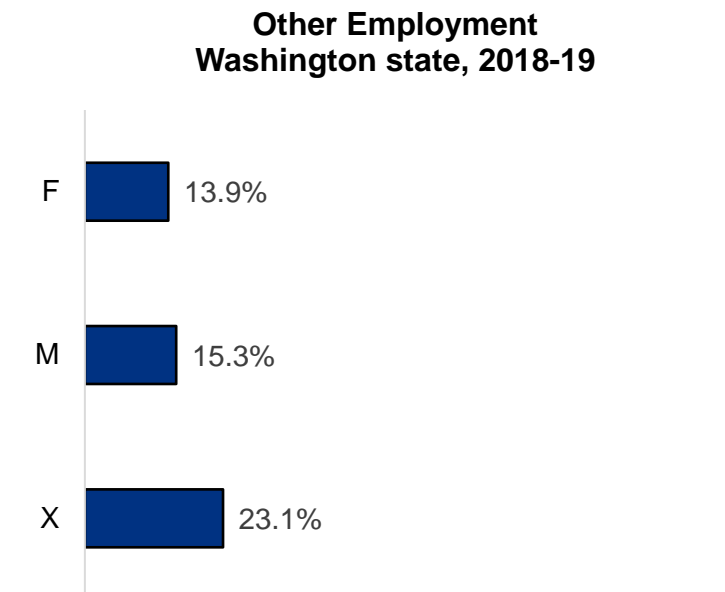
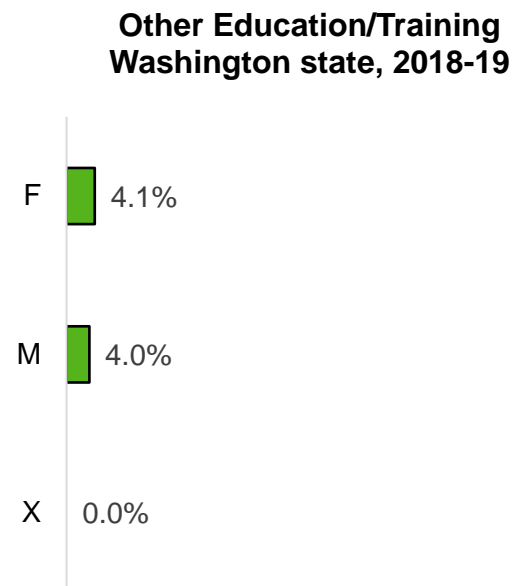


Fig. 13: Other Education/Training by Gender Categories

Fig. 14: Other Employment by Gender Categories



Outcomes 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.

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	297	10.8%	32.3%	4.0%	15.2%	37.7%
Other Health Impairments	1,901	19.3%	35.6%	4.5%	13.4%	27.1%
Specific Learning Disability	3,162	21.1%	40.1%	3.2%	15.4%	20.2%
Intellectual Disability	387	4.7%	17.3%	5.4%	23.0%	49.6%
Sensory Impairments	67	32.8%	34.3%	7.5%	6.0%	19.4%
Autism	669	24.4%	16.7%	6.3%	13.3%	39.3%
Other Disability	384	18.8%	14.1%	7.0%	12.5%	47.7%

Any Engagement vs. No Engagement by Disability Categories

Figures 15 and 16 illustrate overall engagement and non-engagement outcomes for all respondents by disability categories.

Fig. 15: Any Engagement by Disability Categories

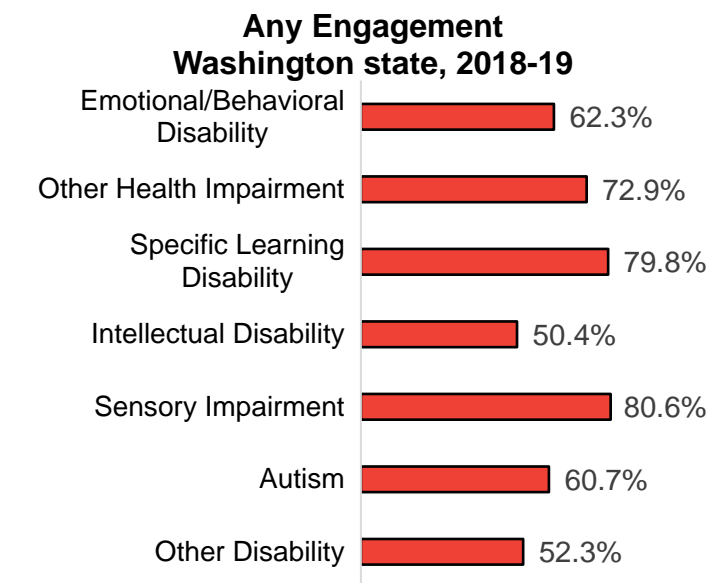
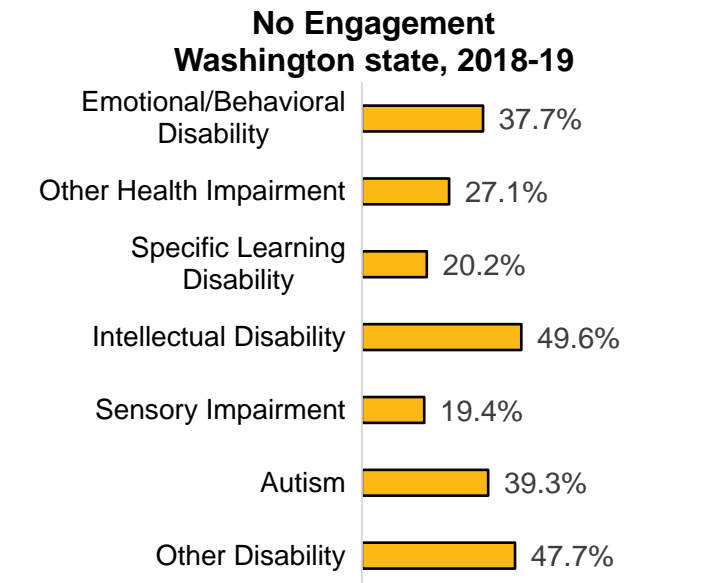


Fig. 16: No Engagement by Disability Categories



Engagement Outcomes by Disability Categories

Figures 17-20 illustrate the engagement outcomes for respondents by disability categories.

Fig. 17: Higher Education by Disability Categories

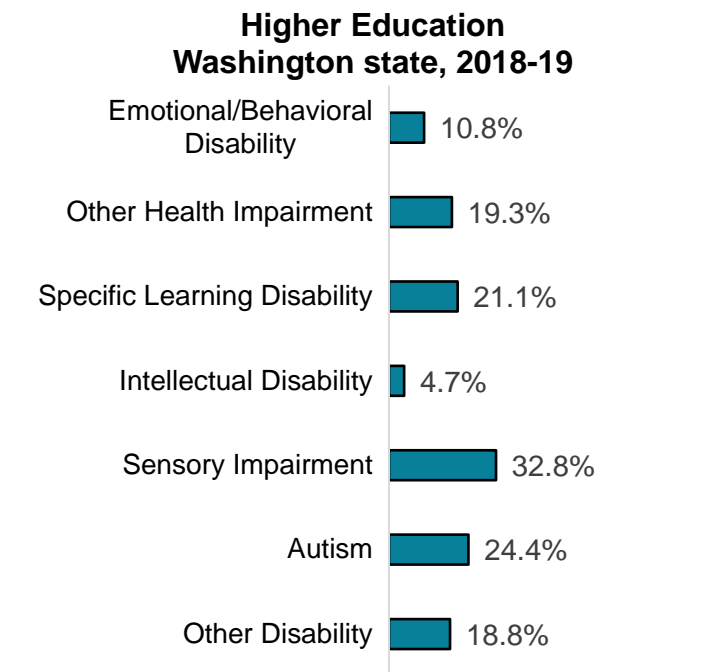


Fig. 18: Competitive Employment by Disability Categories

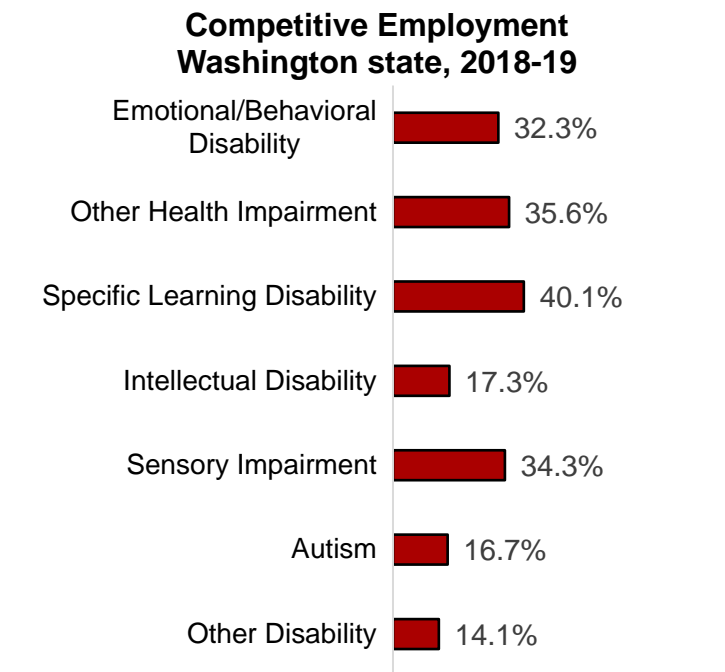


Fig. 19: Other Education/Training by Disability Categories

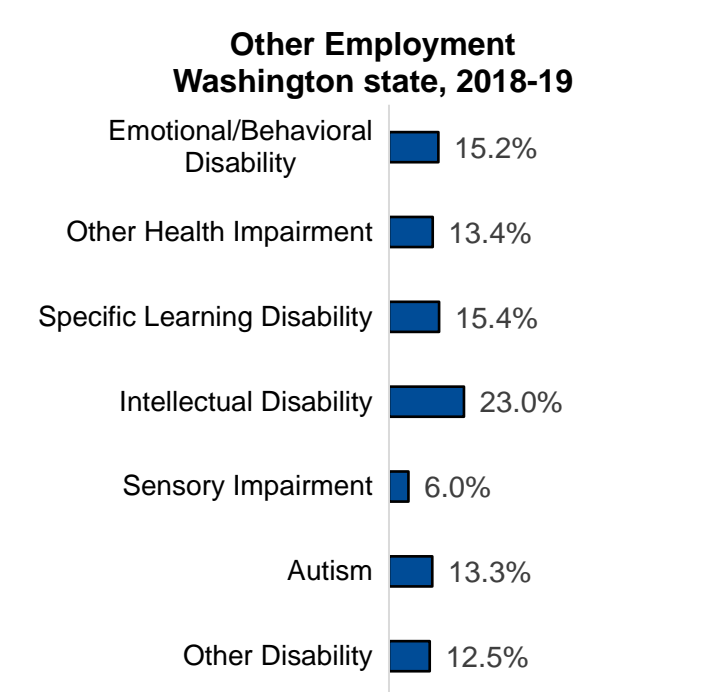
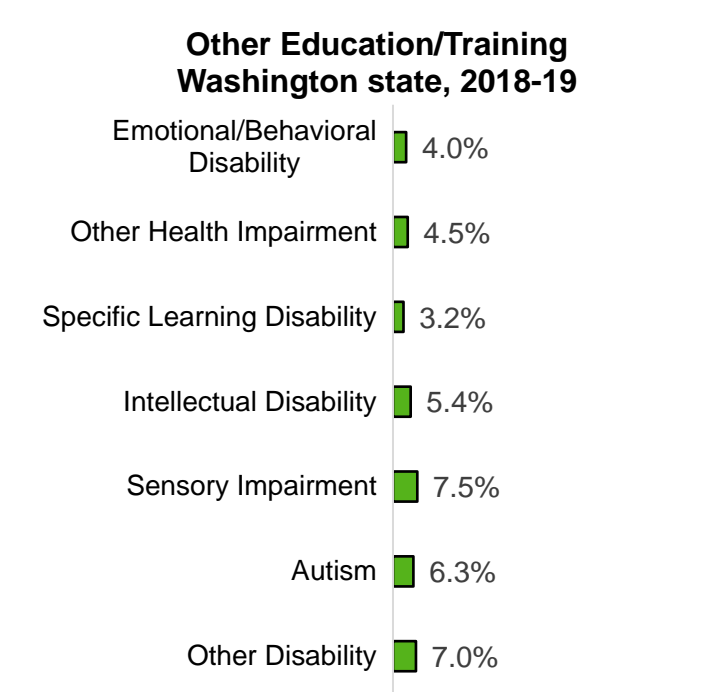


Fig. 20: Other Employment by Disability Categories



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	147	10.2%	34.7%	4.8%	12.9%	37.4%
Asian	198	43.4%	16.2%	3.0%	11.6%	25.8%
Black/African American	432	23.8%	28.0%	4.9%	16.7%	26.6%
Hispanic/Latino	1,704	17.1%	37.4%	3.0%	14.0%	28.5%
Caucasian/White	3,784	19.2%	33.6%	4.9%	14.9%	27.5%
Native Hawaiian/ Pacific Islander	58	19.0%	27.6%	0.0%	22.4%	31.0%
Of more than one race or multiracial	532	20.3%	30.6%	4.5%	16.5%	28.0%
Not provided	12	0.0%	50.0%	16.7%	8.3%	25.0%

Any Engagement vs. No Engagement by Race/Ethnicity Categories

Figures 21 and 22 illustrate overall engagement and non-engagement outcomes for all respondents by race/ethnicity categories.

Fig. 21: Any Engagement by Race/Ethnicity Categories

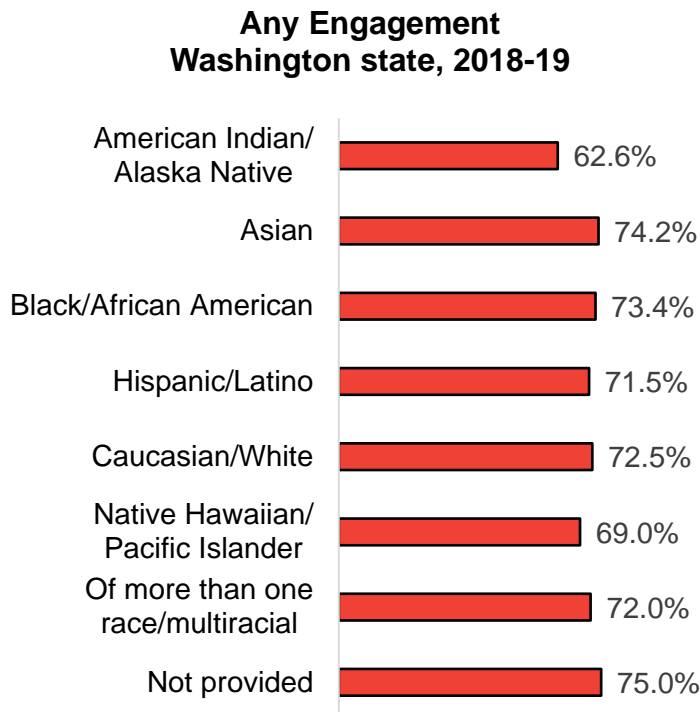
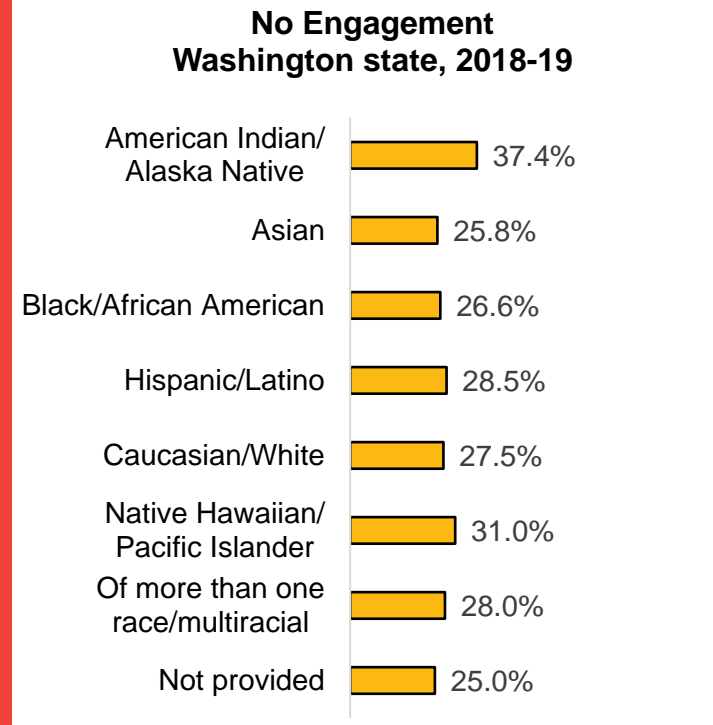


Fig. 22: No Engagement by Race/Ethnicity Categories



Engagement Outcomes by Race/Ethnicity Categories

Figures 23-26 illustrate the engagement outcomes for respondents by Race/Ethnicity Categories.

Fig. 23: Higher Education by Race/Ethnicity Categories

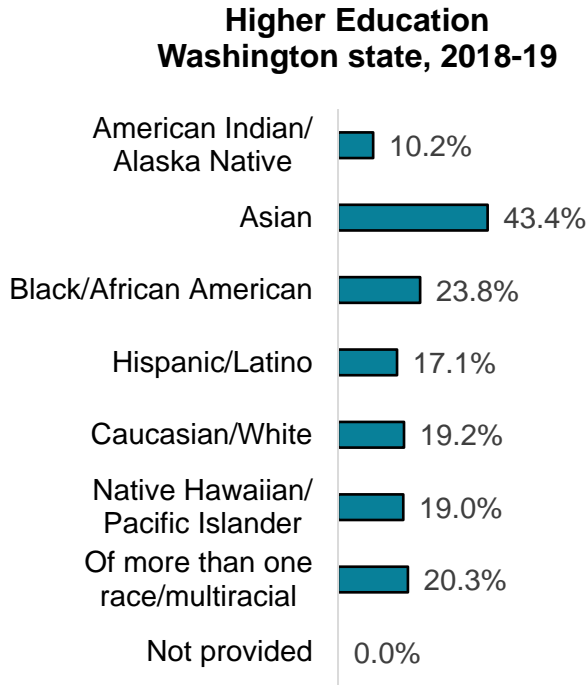


Fig. 24: Competitive Employment by Race/Ethnicity Categories

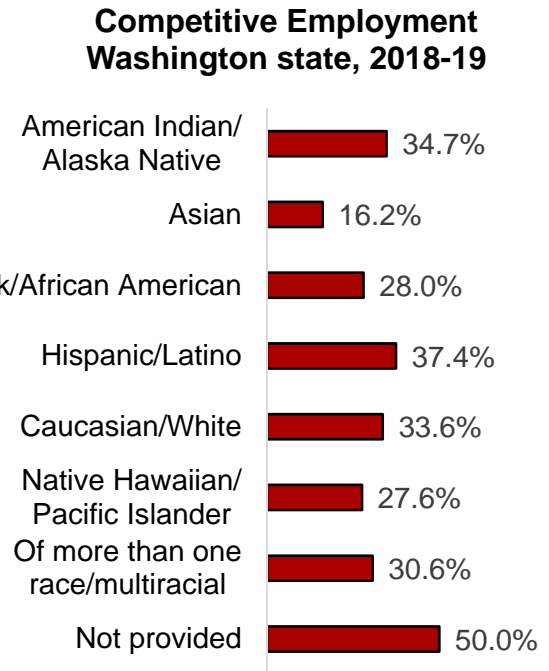


Fig. 25: Other Education/Training by Race/Ethnicity Categories

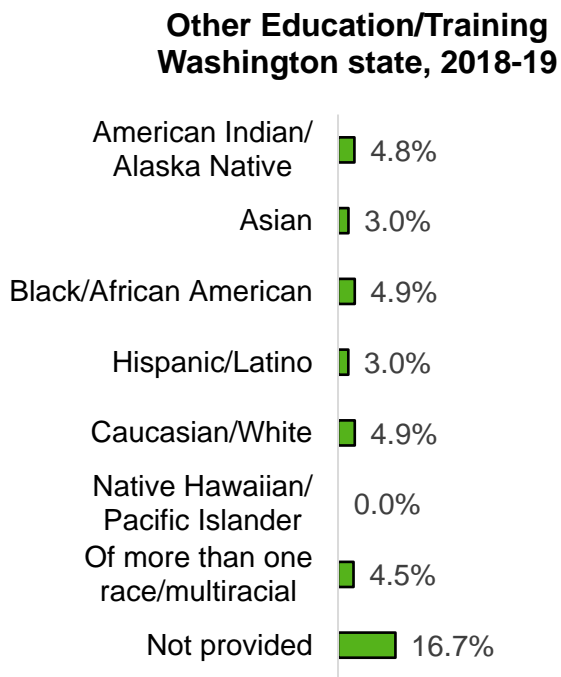
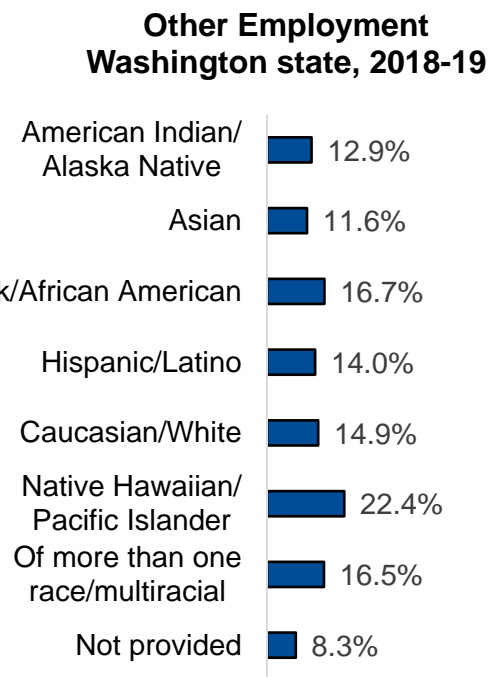


Fig. 26: Other Employment by Race/Ethnicity Categories



Outcomes by English Language Proficiency Categories

LEP refers to any student with Limited English Proficiency. **NLEP** refers to students with Non-Limited English Proficiency.

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

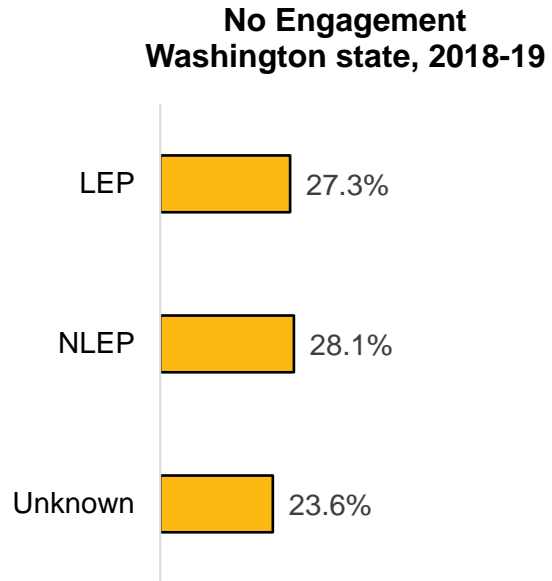
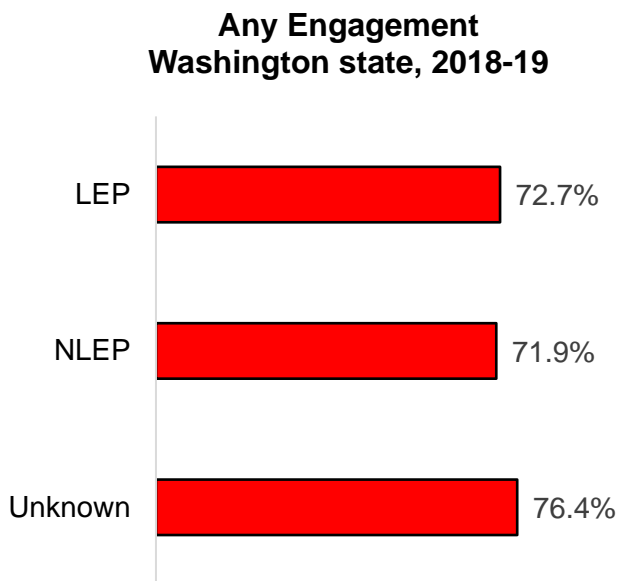
Exit Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
LEP	807	17.6%	34.1%	3.6%	17.5%	27.3%
NLEP	6,005	19.9%	33.3%	4.3%	14.4%	28.1%
Unknown	55	9.1%	40.0%	10.9%	16.4%	23.6%

Any Engagement vs. No Engagement by English Proficiency Categories

Figures 27 and 28 illustrate overall engagement and non-engagement outcomes for all respondents by English proficiency categories.

Fig. 27: Any Engagement by English Proficiency Categories

Fig. 28: No Engagement by English Proficiency Categories



Engagement Outcomes by English Proficiency Categories

Figures 29-32 illustrate the engagement outcomes for respondents by English proficiency categories.

Fig. 29: Higher Education by English Proficiency Categories

Fig. 30: Competitive Employment by English Proficiency Categories

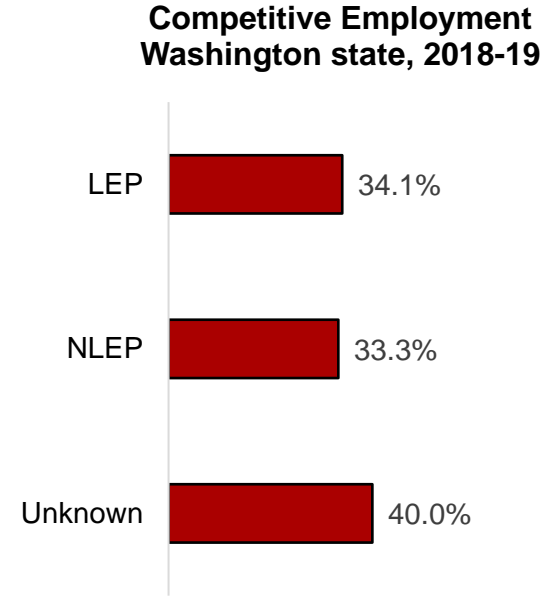
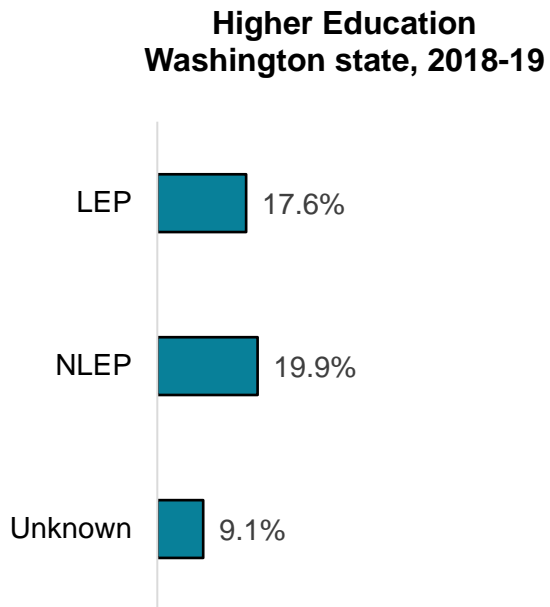
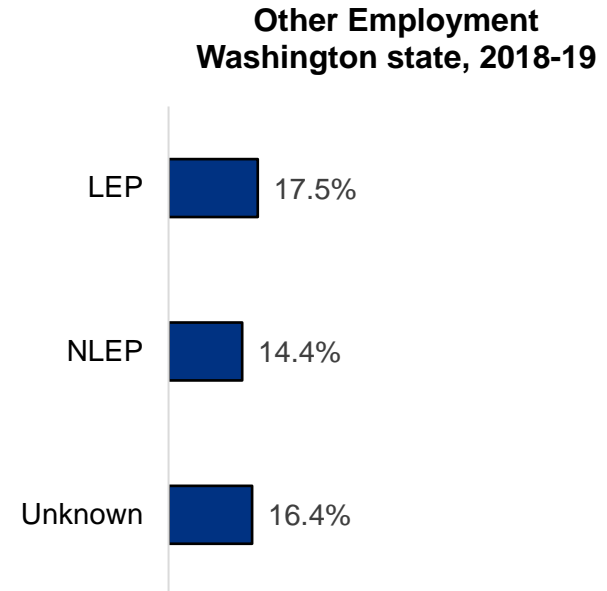
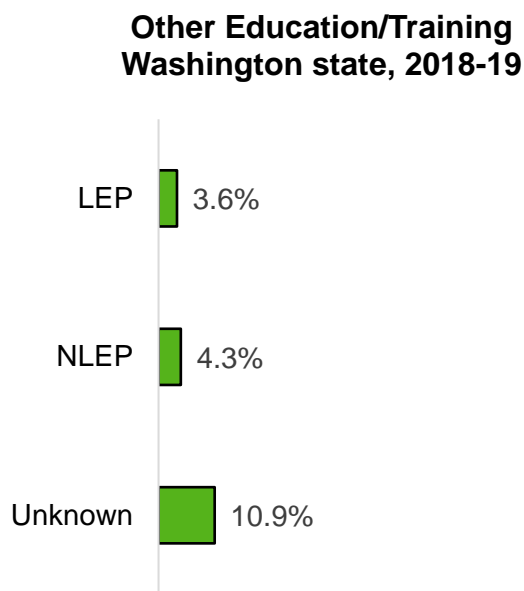


Fig. 31: Other Education/Training by English Proficiency Categories

Fig. 32: Other Employment by English Proficiency Categories



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
2018-19	6,867	19.5%	33.5%	4.3%	14.8%	27.9%
2017-18	6,825	20.5%	36.2%	4.0%	14.0%	25.3%
2016-17	6,475	21.3%	34.8%	3.1%	13.1%	27.8%
2015-16	6,081	21.8%	35.3%	2.9%	12.2%	27.8%
2014-15	6,153	22.1%	33.4%	3.3%	11.6%	29.5%

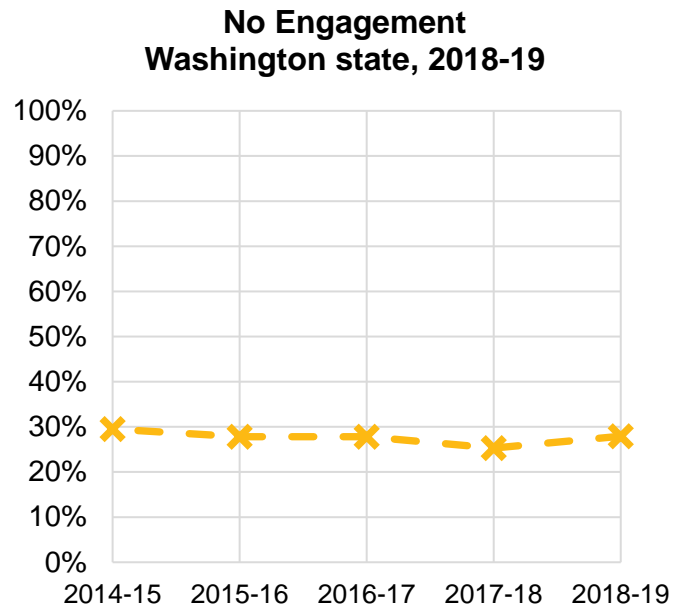
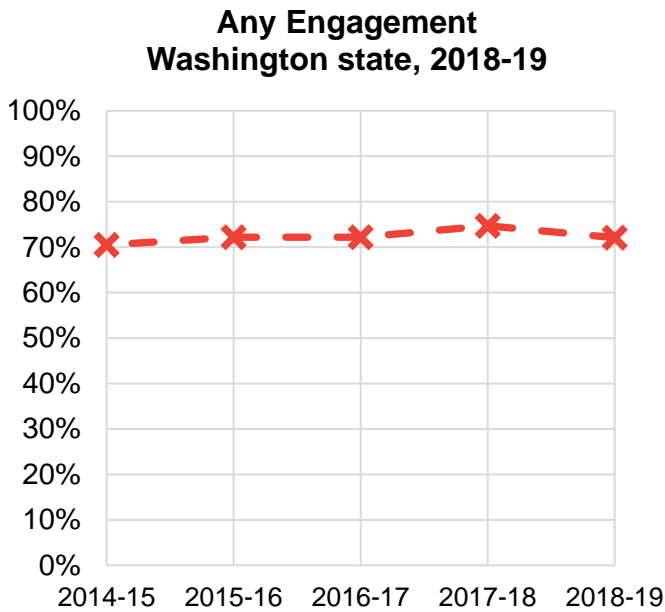
Any Engagement vs. No Engagement, Five-Year Overview

Figures 33 and 34 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.

Fig. 33: Any Engagement Five-Year Overview

Fig. 34: No Engagement Five-Year Overview



Engagement Outcomes, Five-Year Overview

Figures 35-38 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.

Fig. 35: Higher Education Five-Year Overview

Fig. 36: Competitive Employment Five-Year Overview

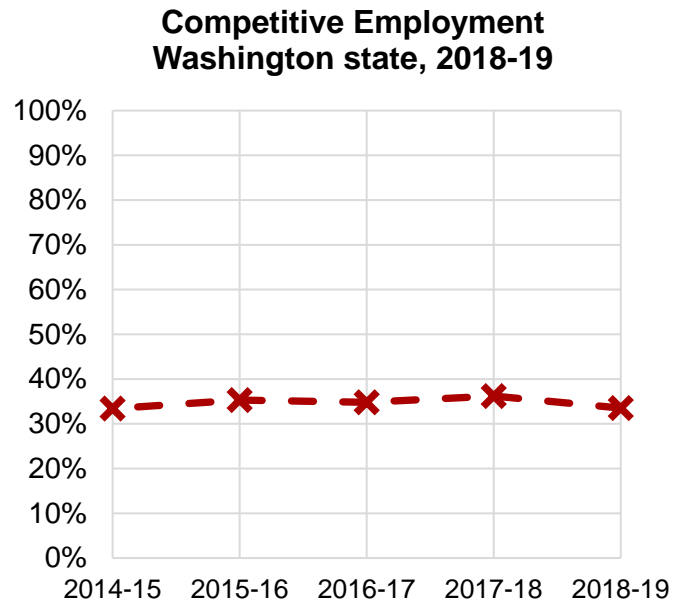
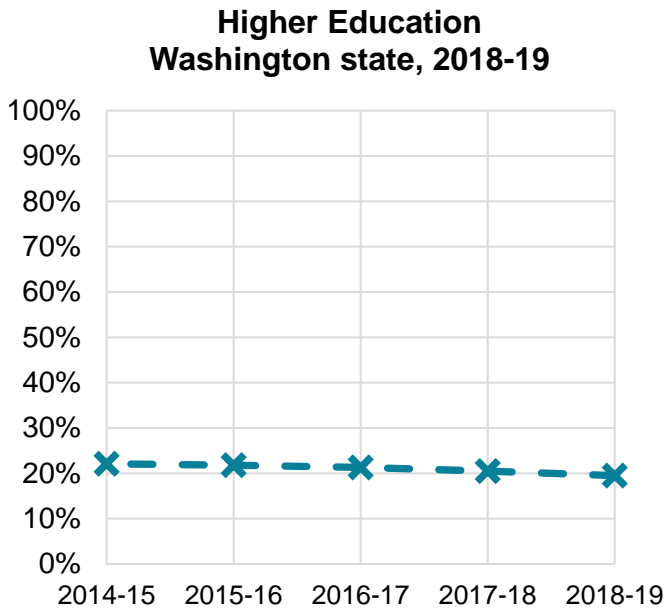
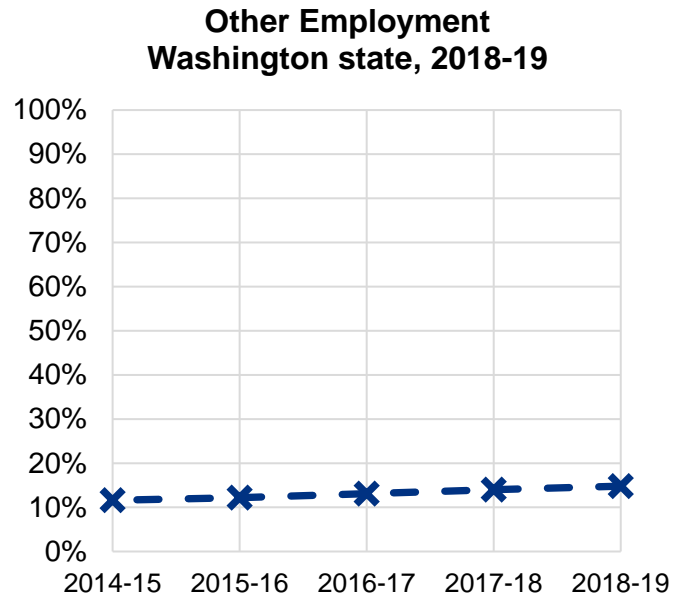
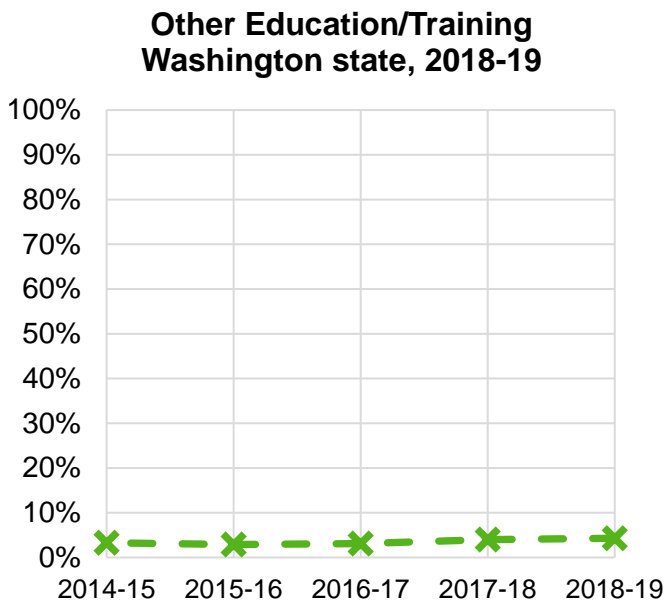


Fig. 37: Other Education/Training Five-Year Overview

Fig. 38: 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, race/ethnicity, gender, and exit status in order 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 2018-19 (see Figure 5).

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. In the Response Calculator, a red highlight is used to indicate a difference exceeding the $\pm 3\%$ interval.

The NTACT Response Calculator lists nine categories of respondents for measuring representativeness: Specific Learning Disability, Emotionally/Behaviorally Disabled, Intellectual Disability, All Other Disabilities, Female, Minority, ELL and Drop-out. Washington state gathered representative data from all groups, except leavers who dropped out of school. Students who dropped out (didn't receive a diploma) continue to be under-represented in the current response group (-5.21%).

Table 9: NTACT Response Calculator – Representativeness

	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
Overall	8908	6867	NA	NA	NA
Specific Learning Disability	4112	3162	46.16%	46.05%	-0.11%
Emotional/ Behavioral Disability	479	297	5.38%	4.33%	-1.05%
Intellectual Disability	491	387	5.51%	5.64%	0.12%
All Other Disabilities	3826	3021	42.95%	43.99%	1.04%
Female	3156	2468	35.43%	35.94%	0.51%
Minority	4033	3083	45.27%	44.90%	-0.38%
English Learners	1052	807	11.81%	11.75%	-0.06%
Dropped out	1824	1048	20.48%	15.26%	-5.21%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than $\pm 3\%$ is highlighted in red with an asterisk.