



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Post-School Outcomes for Students with Disabilities

2023

Authorizing Legislation: [RCW 28A.155.220](#)

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EXECUTIVE SUMMARY

The Educational Research and Data Center at the Office of Financial Management (OFM) reports on outcomes for students who had received special education services; the data are collected one year after they leave high school. This report summarizes the data currently available to the Office of Superintendent of Public Instruction (OSPI) that aligns with [RCW 28A.155.220](#).

The 2022 Post-School Survey was conducted with former students one year after they permanently exited high school and who were receiving special education services at the time of exit. From June 1–November 1, 2022, survey responses were recorded for 78.87% of the 7,938 eligible former students. Results from the census survey of former students who left school in 2020–21 show the following changes from students who left in 2019–20:

- Overall engagement rate increased by 4.37 percentage points, from 69.93% to 74.27%.
- Higher Education: percentage of respondents enrolled for at least one full term increased by 0.13 percentage points, from 16.74% to 16.87%.
- Competitive Employment: percentage of respondents employed increased by 3.58 percentage points, from 27.17% to 30.75%.
- Other Education: percentage of respondents enrolled for at least one full term decreased by 0.73 percentage points, from 4.64% to 3.91%.
- Other Employment: percentage of respondents employed increased by 1.36 percentage points, from 21.38% in FFY 2020 to 22.74%.
- No Engagement: percentage of respondents who were not engaged in Higher Education, Competitive Employment, Other Education, or Other Employment decreased by 4.34 percentage points, from 30.07% to 25.73%.

INTRODUCTION

This report summarizes data for secondary students with an Individualized Education Program (IEP) who left high school during the 2020–21 school year one year after exiting. From June 1–November 1, 2022, surveys were conducted with former students who were receiving special education services and left school in 2020–2021. Survey data were collected and reported by all 259 school districts with high schools (252 districts and seven state entities).

Completion of the Post-School Survey is a requirement of state and federal statutes, specifically [20 U.S.C. § 1416\(a\)\(3\)\(B\) of IDEA](#), [WAC 392-172A-07015](#), and [WAC 392-172A-07020](#). OSPI must report annually on Washington state’s progress for each performance indicator and must report publicly each school district’s progress for indicators B1–B14. Post-school outcome (PSO) data are part of the application for federal Individuals with Disabilities Education Act (IDEA) Part B funds (as performance indicator B14). In addition, PSO data inform areas of programmatic improvement. OSPI and school districts can use these data to develop strategies that impact positive post-school outcomes for students.

Definitions¹

Leavers

Youth ages 16–21 with an IEP who permanently exited school by graduating with a diploma, aging out, dropping out, or who were expected to return and did not.

Respondents (Resp’ts)

Young adult leavers or their designated family members who answered the Post-School Survey interview questions.

Higher Education

Higher Education is a post-school outcome (PSO) category for leavers who enrolled on a full-time or part-time basis in a community college (two-year institution/program) or college/university (four- or more year institution/program) for at least one complete term, at any time in the year since leaving high school.

Competitive Employment

Competitive Employment is a PSO category for leavers who worked for pay at or above the minimum wage in a setting with others without disabilities for a period of 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.

¹ Center for Change in Transition Services. (2019). Post-School Outcome Terms and Definitions. Retrieved from [Seattle University Center for Change in Transition Services Post School Outcomes](#).

Other Education

Other Education is a PSO category for leavers who enrolled in an educational or training program on a full- or part-time basis for at least one complete term at any time in the 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

Other Employment is a PSO category for leavers who worked for pay or were self-employed for a period of at least 90 days at any time in the year since leaving high school. Unlike leavers who met reporting requirements for Competitive Employment, the Other Employment category includes leavers who may have 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.).

Any Engagement

Any Engagement (sometimes referred to as overall engagement) is a broad term for former students who meet reporting requirements for one of the four PSO engagement categories: Higher Education, Competitive Employment, Other Education, or Other Employment.

No Engagement

No Engagement (or Not Engaged) is a PSO category for leavers who are not counted in Higher Education, Competitive Employment, Other Education, or Other Employment. Leavers in this category may have attempted postsecondary education or employment, but they did not meet the reporting requirements for one or more reasons.

Survey Process

Census Procedure

Post-school outcome data are collected annually using survey research methodology and a census method. From June 1–November 1, 2022, school district staff conducted phone calls to former students who permanently exited high school in the 2020–21 year and had IEPs in place at the time of exit. School districts used administrative records to verify their former student lists, for a statewide total of 7,938 leavers.

School district staff viewed online training modules and used resources developed by the Center for Change in Transition Services (CCTS) to conduct survey phone calls and record responses in the Transition Systemic Framework 2.0 (TSF2), CCTS’s secure, online data collection platform. Using student records, school districts recorded attempts to contact each of their leavers and reported any reason for being unable to conduct the survey with each former student or their family member (e.g., parent or grandparent).

Limitations of the Data

Survey research is considered one of the most effective methods to gather data from a predefined group of respondents, however it comes with its limitations and cautions. These include survey errors which may occur when respondents provide incorrect answers to the research questions. There can be inaccuracies in the responses due to interviewer errors and nonresponses. Social desirability may also influence results when participating in telephone surveys.

Each year, CCTS reviews survey questions and responses to reduce data inaccuracies. With interviewer training and documented callbacks, efforts are made to minimize response and non-response errors.

Although survey interviewers are encouraged to gather survey data from former students, most responses (73.34%) came from parents, family members, caregivers, or someone else who had knowledge of the former student’s postsecondary activities. Only 26.66% of the 6,261 survey responses came directly from former students.

Table 1: Respondent Counts

Person Interviewed	Respondent Count	Percentage
Parent	3,727	59.53%
Former Student	1,669	26.66%
Family Member	595	9.50%
Caregiver	32	0.51%
Other	238	3.80%
Total	6,261	100%

Source: Center for Change in Transition Services, Seattle University. (January 2023). *Unpublished raw data.*

Census Questions

The questions asked in the Post-School Survey are in accordance to the Indicator B14 Data Collection Protocol from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) which is funded by the U.S. Office of Special Education Programs (OSEP). The questions ask former students about their postsecondary education and employment activities in the year since leaving high school. For example, if a student graduated on June 15, 2021, then the survey questions are about their activities from June 15, 2021–June 15, 2022.

The questions include:

- At any time in the year after leaving high school, did you have a job?
 - If yes, during that year, did you work a total of at least three months (about 90 days)?
 - About how many hours did you work per week?
 - The Washington state minimum wage in 2020–21 was \$13.50–13.69 per hour. Was your average hourly wage above, about, or below this amount?
 - What is your current job position?
 - What is the name of the place where you work(ed)?
 - Describe your job.
- At any time in the year after leaving high school, did you enroll in any type of school, job training, or education program?
 - If yes, what kind of program were you enrolled in?
 - What is the name of the program you were enrolled in, and where?
 - Were you enrolled full-time or part-time?
 - Did you complete at least one entire term?
- In the year since leaving high school, did you contact an adult service agency?
 - If yes, which adult service agencies were contacted?

Some of the data the legislature asks for are not collected by OSPI. These data include:

- How employment affects state and federal benefits for individuals with disabilities.
- Information about the types of places in which former students are living.
- Indicators of improved economic status and self-sufficiency.
- Information about young people who continue their education or get a job more than one year after leaving school, including:
 - Information on the reasons the desired outcome has not occurred.
 - The number of months the student has not achieved the desired outcome.
 - The efforts made to ensure the student achieves the desired outcome.

POST-SCHOOL OUTCOMES FOR ALL RESPONDENTS

Survey Response Rate

Table 2 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 2: 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%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Statewide Post-School Outcomes

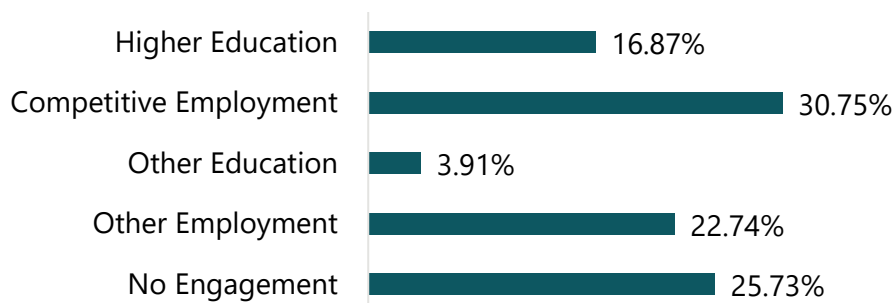
Table 3 and Figure 1 display the percentages of respondents who met reporting requirements for each of the five post-school outcome categories: Higher Education, Competitive Employment, Other Education, Other Employment, and No Engagement.

Table 3: 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)

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 1: Post-school outcomes for 7,170 respondents in Washington state



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

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.

State Performance Plan #14 Measurements

Data for the three measures under IDEA Indicator B14 (post-school outcomes) combine the outcome categories into three indicators: 14A, 14B, and 14C.

- **14A:** 16.87% of respondent leavers were enrolled in higher education within one year of leaving high school.
- **14B:** 47.61% of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school.
- **14C:** 74.27% of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Not Engaged

As shown in Figure 3 and Table 3, 25.73% (1,611) of youth who responded to the survey were categorized under No Engagement. Those former students are disaggregated in two categories: youth who did not attempt education or employment since leaving high school, and youth who attempted engagement but did not meet the reporting criteria.

Table 4: Disaggregated counts for Respondents categorized under No Engagement

No Engagement	Respondent Count	Percentage
Youth who did not attempt education or employment	1,234	76.60%
Youth who attempted engagement but did not meet reporting criteria	377	23.40%
Total	1,611	100%

Source: Center for Change in Transition Services, Seattle University. (January 2023). *Unpublished raw data.*

Of the 1,611 Not Engaged youth, 1,234 (76.60%) did not enroll in postsecondary education and/or did not work within one year of graduation. However, 377 youth (23.40%) enrolled or worked, but they did not meet the OSEP criteria for engagement for one of the following reasons:

- They enrolled in a postsecondary educational program but did not complete a term, or;
- They gained employment but they worked fewer than 90 days.

The percentage of youth who did not attempt education or employment increased by 2.16 points from 2019–20 to 2020–21 (74.44% to 76.60%). The percentage who attempted engagement but did not meet reporting requirements decreased by 2.16 points (from 25.56% to 23.40%).

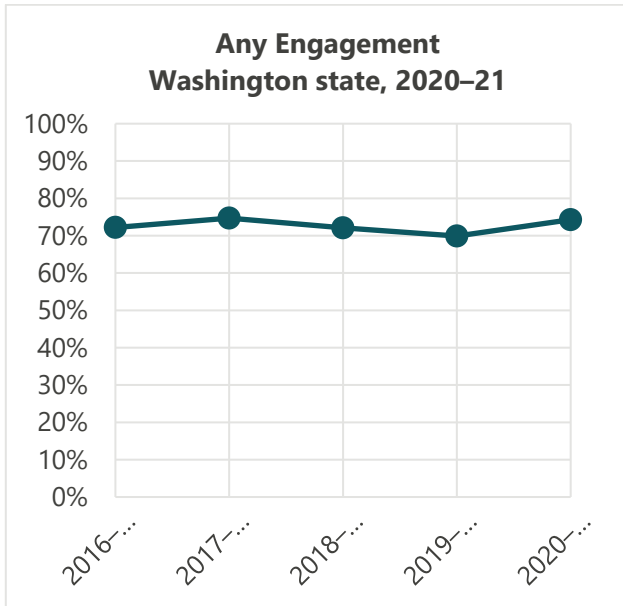
To summarize, there is a population of leavers who are attempting postsecondary education and employment that are not reported in Measure C (Higher Education, plus Competitive Employment, Other Education, and Other Employment). These leavers are not enrolling in school for long enough, working enough hours, and/or working in competitive environments to be counted in one of the engagement outcomes.

Five-Year Overview

Figures 2–3 and Table 5 show the state’s postsecondary outcomes for all respondents over the last five academic years.

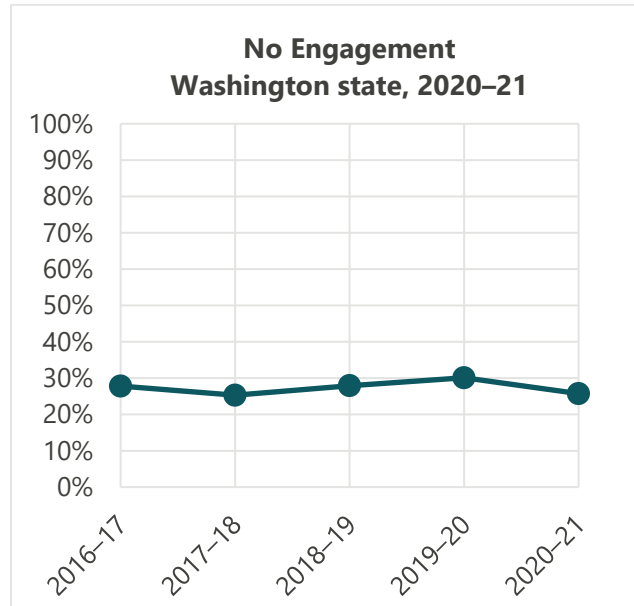
Any vs. No Engagement, Five-Year Overview

Fig. 2: Percentage of respondents from 2016–17 to 2020–21 who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Fig. 3: Percentage of respondents from 2016–17 to 2020–21 who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes, 2016–17 to 2020–21

Table 5: Five-year overview of PSO for all respondents in Washington state

Leaver Year	Resp'ts	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%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes, 2016–17 to 2020–21

Any Engagement

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

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

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

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

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

DISAGGREGATED OUTCOMES BY SUBGROUPS

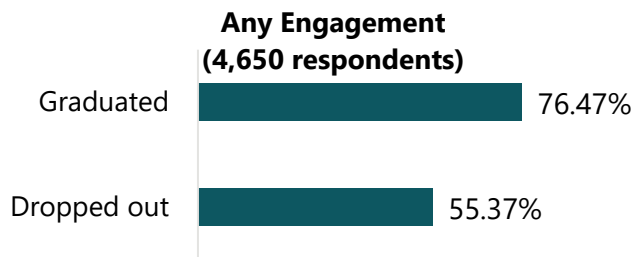
To better understand the post-school outcomes for Washington’s youth who had an IEP when exiting high school, outcome data were reviewed by Exit Category, Gender Category, Disability Category, Race/Ethnicity Category, and Language Proficiency Category.

Outcomes by Exit Categories

Figures 4–5 and Table 6 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.

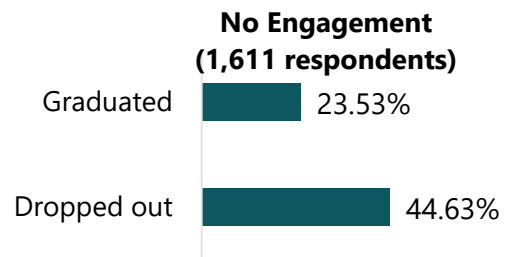
Any vs. No Engagement by Exit Categories

Figure 4: Percentage of respondents by Exit Categories who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 5: Percentage of respondents by Exit Categories who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes by Exit Categories

Table 6: PSO for all respondents (Resp’ts) by Exit Categories

Exit Category	Resp’ts	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%
Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes by Exit Categories

Graduated

Graduated refers to any student who left high school with a diploma. 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.

Dropped Out

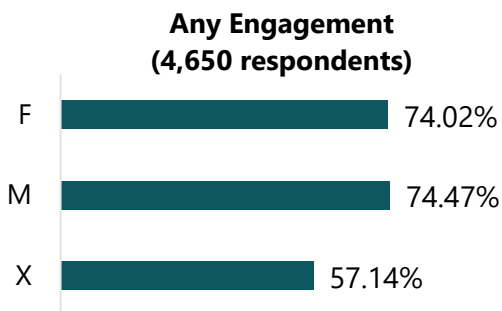
Dropped out refers to students who aged out without a diploma and those who were expected to return but did not. Only 55.37% of the respondents who Dropped Out met reporting requirements for Any Engagement. Competitive Employment (27.45%) was the most reported engagement outcome, followed by Other Employment (22.24%) and Other Education (3.83%). Higher Education (1.84%) was the least reported outcome for these respondents.

Outcomes by Gender Categories

Figures 6–7 and Table 7 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%).

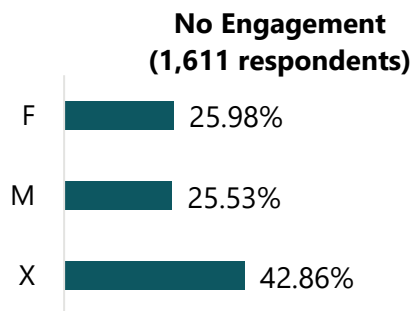
Any vs. No Engagement by Gender Categories

Figure 6: Percentage of respondents by Gender Categories who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 7: Percentage of respondents by Gender Categories who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes by Gender Categories

Table 7: PSO 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%
Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes by Gender Categories

Male

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.

Female

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.

X

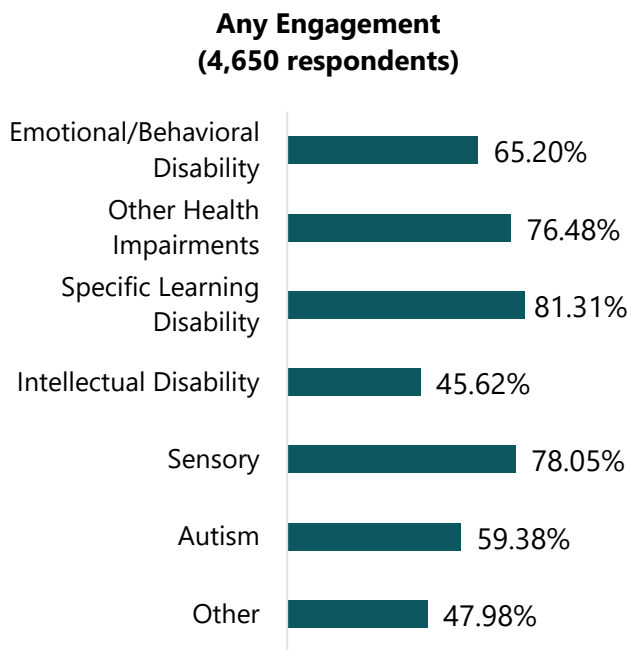
Although they make up a small portion of the respondent population, Gender-X engagement numbers show a significant shift from what we see in Male and Female categorized students. Only 57.14% of Gender-X categorized students met Any Engagement reporting requirements. Competitive Employment (21.43%) was 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

Figures 8–9 and Table 8 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%).

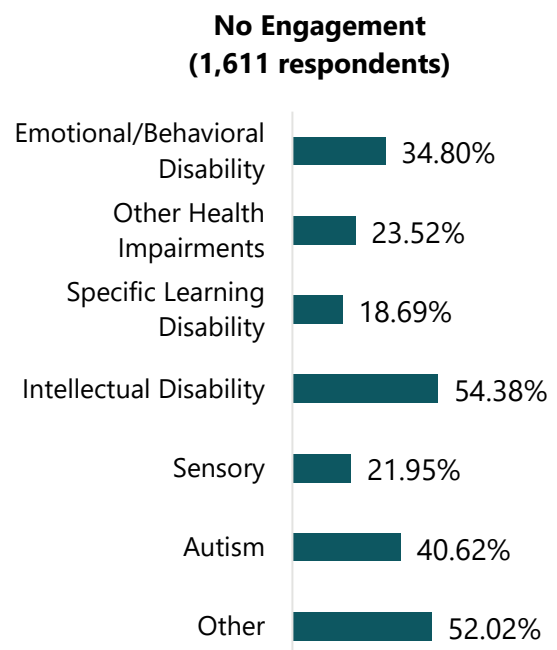
Any vs. No Engagement by Disability Categories

Figure 8: Percentage of respondents by Disability Categories who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 9: Percentage of respondents by Disability Categories who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes by Disability Categories

Table 8: PSO 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%
Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes by Disability Categories

Specific Learning Disability

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%).

Other Health Impairments

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%).

Autism

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%).

Intellectual Disability

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%).

Emotional/Behavioral Disability

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%).

Other

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%).

Sensory

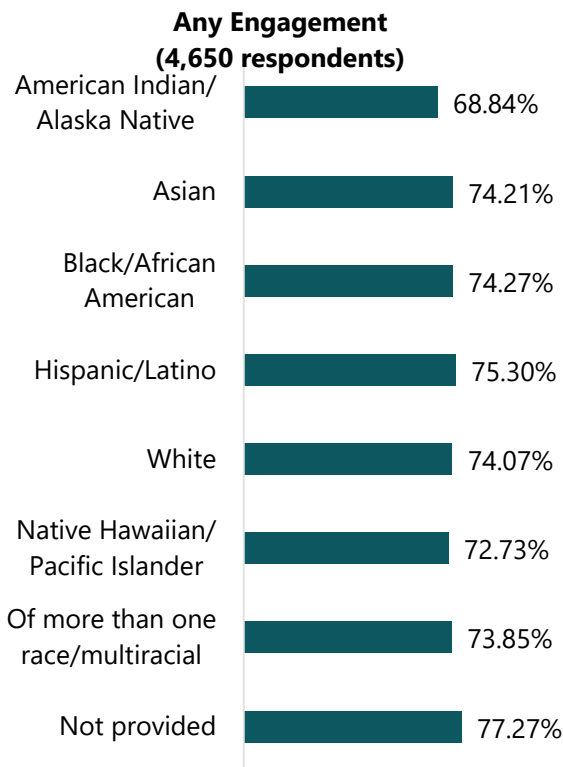
The Sensory category includes Hearing, Visual, Deafness, and Deaf-Blindness. Approximately 78.05% of respondents categorized as having a Sensory disability met reporting requirements for Any Engagement. Higher Education (34.15%) was the most reported engagement outcome, followed by Other Employment (20.73%)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

Outcomes by Race/Ethnicity Categories

Figures 10–11 and Table 9 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%).

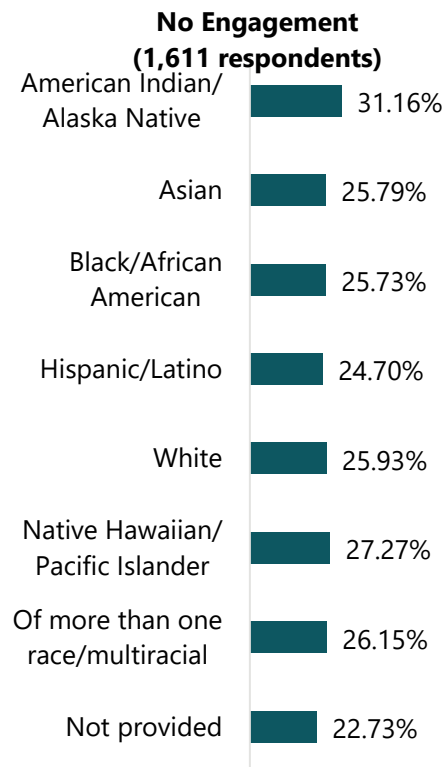
Any vs. No Engagement by Race/Ethnicity Categories

Figure 10: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 11: Percentage of respondents by Race/Ethnicity Categories who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes by Race/Ethnicity Categories

Table 9: PSO 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/ 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%
Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes by Race/Ethnicity Categories

White

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%).

Hispanic/Latino

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.

Of more than one race/Multiracial

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.

Black/African American

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.

Asian

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.

American Indian/Alaska Native

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.

Native Hawaiian/Pacific Islander

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.

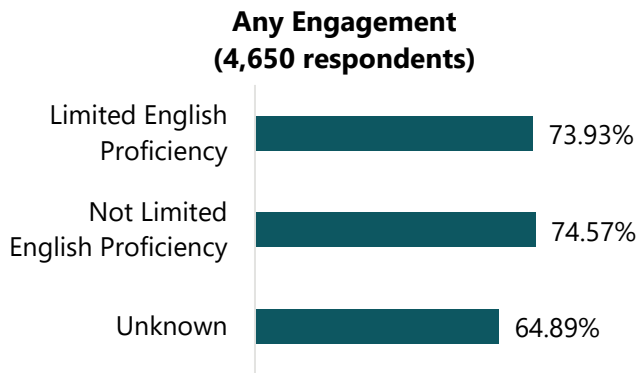
Outcomes by Language Proficiency Categories

Figures 12–13 and Table 10 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.

Data regarding the language proficiency status of respondents was reported by Local Education Agencies (LEAs) in OSPI’s Comprehensive Education Data and Reporting System (CEDARS) and was provided to CCTS by OSPI to be added to the post-school outcome reporting platform.

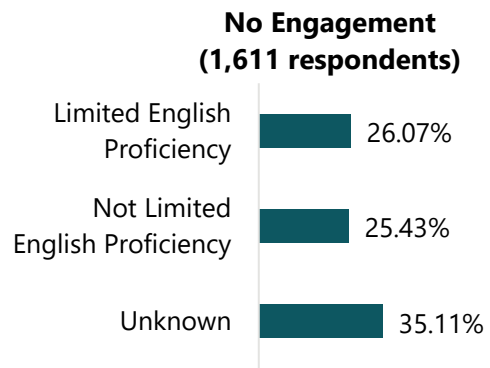
Any vs. No Engagement by Language Proficiency Categories

Figure 12: Percentage of respondents by Language Proficiency Categories who met reporting criteria for one of the four engagement outcomes.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Figure 13: Percentage of respondents by Language Proficiency Categories who did not meet reporting requirements for engagement.



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Post-School Outcomes by Language Proficiency Categories

Table 10: PSO for all respondents in Washington state by Language Proficiency Categories

Language Proficiency Category	Resp'ts	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%
Total	100% (6,261)	16.87%	30.75%	3.91%	22.74%	25.73%

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

Summary of Outcomes by Language Proficiency Categories

Not Limited English Proficiency

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.

Limited English Proficiency

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.

CONCLUSION

The current report provides a post-school data summary for former secondary students who had IEPs in place upon permanently exiting school during the 2020–21 academic year.

From FFY 2020 to FFY 2021, Any Engagement increased by 4.34 percentage points. Within that increase, 3.58 of those percentage points are from an increase in Competitive Employment. The survey response rate increased by 0.71 percentage points and is the highest it's been since FFY 2016.

Among the 1,611 leavers statewide who were not engaged, 23.40% of them attempted postsecondary education, training or employment but were unable to meet the OSEP criteria to be counted as engaged. It is of note that the percentage of youth who attempted but did not meet reporting criteria decreased by 2.2 percentage points from the previous year, while the youth who did not attempt education or employment had an increase of 2.2 percentage points.

Engagement rates are higher among students who graduate high school compared to those who drop out (76.47% vs 55.37%).

Female-categorized respondents were engaged in Higher Education and Other Employment at a greater rate than Male and Gender X-categorized respondents. Male respondents were engaged in Competitive Employed at a higher rate than Female and Gender X-categorized respondents. Gender X-categorized respondents had the lowest rate of overall engagement, but the highest rate of Other Education compared to Male and Female-categorized respondents.

Of the Disability Categories, leavers with Intellectual Disabilities, Other Disabilities, Autism, and Emotional/Behavioral Disability were the groups with the highest levels of nonengagement. These percentages exceed the statewide average of 25.73%.

Among Race/Ethnicity Categories, leavers who are American Indian/Alaska Native have the highest rates of nonengagement.

Respondents with Not Limited English Proficiency had higher rates of Higher Education than former students with Limited English Proficiency.

ACKNOWLEDGMENTS

CCTS thanks all the school district personnel who make census survey calls yearly to all leavers. Their time and commitment to their students' post-school success is greatly appreciated.

APPENDICES

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.

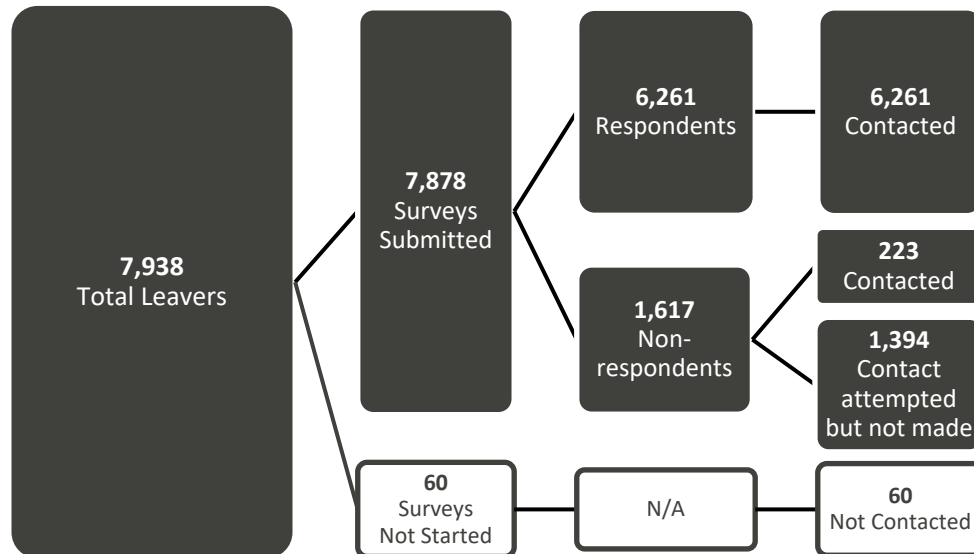
Appendix B: Survey Population

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 14: Survey Population Detail



Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

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 IEPs who exited school in 2020–21.

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 11: NTACT:C Response Calculator – Representativeness

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

Source: Center for Change in Transition Services, Seattle University (January 2023). *Indicator B14 Post-School Outcome Report, Washington state, 2020–21.*

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 that 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.

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.

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