



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

REPORT TO THE LEGISLATURE

# Post-School Outcomes for Students with Disabilities

*2024*

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

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# EXECUTIVE SUMMARY

The education 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 2023 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, 2023, survey responses were recorded for 77.93% of the 8,369 eligible former students. Results from the census survey of former students who left school in 2021–22 show the following changes from students who left in 2020–21:

- Overall engagement rate decreased by 1.41 percentage points, or 1.90% (from 74.27% to 72.86%).
- The Higher Education category increased by 0.53 percentage points, or 3.14% (from 16.87% to 17.40%).
- The Competitive Employment category increased by 10.20 percentage points, or 33.17% (from 30.75% to 40.95%).
- The Other Education category decreased by 0.03 percentage points, or 0.77% (from 3.91% to 3.88%).
- The Other Employment category decreased by 12.11 percentage points, or 53.25% (from 22.74% to 10.63%).
- The No Engagement rate increased by 1.41 percentage points, or 5.48% (from 25.73% to 27.17%).

# INTRODUCTION

This report summarizes data for secondary students with an Individualized Education Program (IEP) who left high school during the 2021–22 school year one year after permanently exiting. From June 1–November 1, 2023, surveys were conducted with former students who were receiving special education services at the time that they left school. Survey data were collected and reported by all 258 Washington state school districts with high schools (254 districts and 4 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.

## Definitions<sup>1</sup>

### Leavers

Leavers are 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)

Respondents are 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.

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<sup>1</sup> Center for Change in Transition Services. (2019). Post-School Outcome Terms and Definitions. Retrieved from <https://www.seattleu.edu/ccts/post-school-outcomes/terms-and-definitions>

## **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.

## **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/Overall Engagement**

Any Engagement (sometimes referred to as overall engagement) is a broad term for former students who met 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 were 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, 2023, school district staff conducted phone calls to former students who permanently exited high school in the 2021–22 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 8,369 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 all their leavers to conduct the survey. They reported any reasons for being unable to contact the former students or their family members (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 directly from former students, most responses (74.82%) came from parents, family members, caregivers, or someone else with knowledge of the former student’s postsecondary activities. Only 25.18% of the 6,522 survey responses came from former students.

**Table 1: Respondent Counts**

Person Interviewed	Respondent Count	Percentage
Parent	3,951	60.58%
Former Student	1,642	25.18%
Family Member	536	8.22%
Caregiver	20	0.30%
Other	373	5.72%
Total	6,522	100%

Source: Center for Change in Transition Services, Seattle University. (January 2024). *Unpublished raw data.*

## Census Questions

The questions asked in the Post-School Survey align with the Indicator B14 Data Collection Protocol from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) which is funded by the US 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, 2022, then the survey questions are about their activities from June 15, 2022–June 15, 2023.

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 2021–22 was \$13.69–14.49 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 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 77.93% of the 2021–22 special education leavers.

**Table 2: Post-School Survey response rate for Washington state**

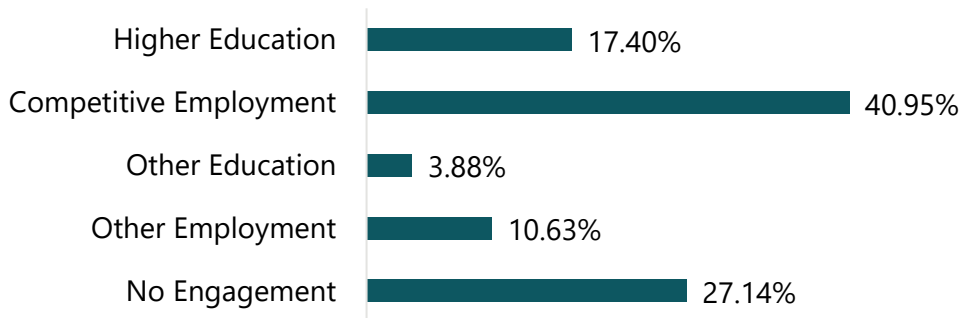
Total number of 2021–22 leavers	Total number of respondents	Survey response rate
8,369	6,522	77.93%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Statewide Post-School Outcomes

Figure 1 and Table 3 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.

**Figure 1: Post-school outcomes for 6,522 respondents in Washington state**



Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**Table 3: Post-school outcomes for all respondents in Washington state**

Total Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
100% (6,522)	17.40% (1,135)	40.95% (2,671)	3.88% (253)	10.63% (693)	27.14% (1,770)

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*



## Comparing Outcomes: 2020–21 to 2021–22

Table 4 displays the following changes from the 2020–21 to 2021–22 leaver year:

- The Overall Engagement rate decreased by 1.41 percentage points, or 1.90%.
- The Higher Education category increased by 0.53 percentage points, or 3.14%.
- The Competitive Employment category increased by 10.20 percentage points, or 33.17%.
- The Other Education category decreased by 0.03 percentage points, or 0.77%.
- The Other Employment category decreased by 12.11 percentage points, or 53.25%.
- The No Engagement rate increased by 1.41 percentage points, or 5.48%.

**Table 4: Comparing Post-School Outcomes 2020–21 to 2021–22**

Post-School Outcomes	2020–21	2021–22	Percentage Point Change	Percent Change
Overall Engagement	74.27%	72.86%	-1.41	-1.90%
Higher Education	16.87%	17.40%	0.53	3.14%
Competitive Employment	30.75%	40.95%	10.2	33.17%
Other Education	3.91%	3.88%	-0.03	-0.77%
Other Employment	22.74%	10.63%	-12.11	-53.25%
No Engagement	25.73%	27.14%	1.41	5.48%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

### Changes in Employment Outcomes

The most notable changes in data from the 2020–21 to 2021–22 leaver years are related to employment outcomes. In 2021–22, Competitive Employment is 40.95%, the highest rate of Competitive Employment on record. Other Employment is 10.63%, the lowest rate of Other Employment since FFY 2012 (when it was 9.75%). These significant differences are likely due to changes made during the routine data scrubbing process, where CCTS reviews the reported data for inconsistencies and common errors.

The 2023 survey year (2021–22 leave year) was the first year that CCTS reviewed responses related to reported wages that were entered as “Don’t know or declined to answer” (other answers for this question are “Above minimum wage,” “Minimum Wage,” and “Below minimum wage”). By selecting “Don’t know or declined to answer,” leavers are disqualified from the Competitive Employment outcome category and are often categorized under Other Employment. Over 600 of the “Don’t know or declined to answer” responses were for leavers who worked at businesses that are required to pay minimum wage or above (e.g. Starbucks, Home Depot, Walmart, etc.). CCTS

reached out to survey conductors to review these responses, and as a result, over 500 responses were updated from “Don’t know or declined to answer” to “Minimum wage.” This increased the number of respondents who met reporting requirements for Competitive Employment and decreased the number in Other Employment.

For the 2024 survey (2022–23 leaver year), CCTS is working to update the survey platform and training guides to decrease the number of “Don’t know or declined to answer” responses in this category. CCTS will also continue to review the data for inconsistencies/errors, and reach out to survey conductors to clarify, as needed.

## State Performance Plan #14 Measurements

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

- 14A: percentage of respondent leavers who were enrolled in higher education within one year of leaving high school = 17.40%.
- 14B: percentage of respondent leavers who were enrolled in higher education or competitively employed within one year of leaving high school = 58.35%.
- 14C: percentage of respondent leavers who were enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school = 72.86%.

## Not Engaged

Of the 6,522 survey respondents, 27.14% (1,770) were categorized under No Engagement. Table 5 displays these former students disaggregated into 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 5: Disaggregated counts for Respondents categorized under No Engagement**

No Engagements	Respondents
Youth who did not attempt education or employment	74.35% (1,316)
Youth who attempted engagement but did not meet reporting criteria	25.65% (454)
Total	100% (1,770)

Source: Center for Change in Transition Services, Seattle University. (January 2024). *Unpublished raw data.*

Of the 1,770 Not Engaged youth, 1,316 (74.35%) did not enroll in postsecondary education and/or did not work within one year of graduation. However, 454 youth (25.65%) 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
- They gained employment but they worked fewer than 90 days

The percentage of youth who did not attempt education or employment decreased by 2.25 points, or 2.94%, from 2020–21 to 2021–22 (76.60% to 74.35%). The percentage who attempted engagement but did not meet reporting requirements increased by 2.25 points, or 9.62% (from 23.40% to 25.65%).

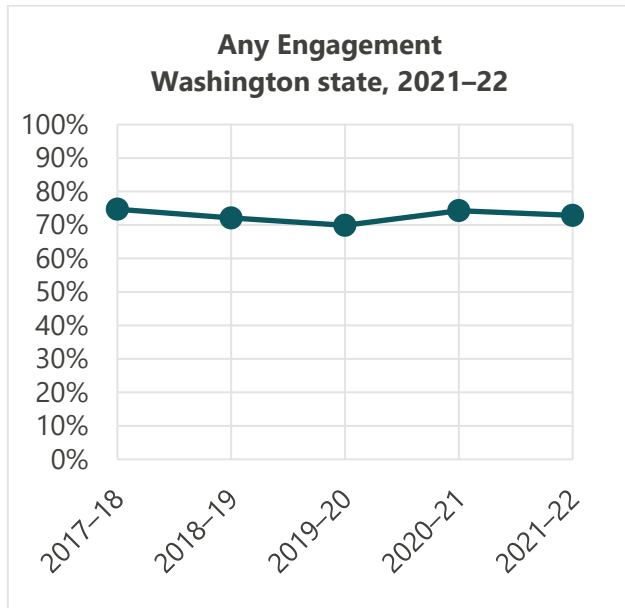
To summarize, there is a population of leavers who are attempting postsecondary education and employment that are not reported in Measure C (Higher Education, plus Competitive Employment, Other Education, and Other Employment). These leavers are not enrolling in school for long enough, working enough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

## Five-Year Overview

Figures 2–3 and Table 6 show the state’s postsecondary outcomes for all respondents over the last five academic years.

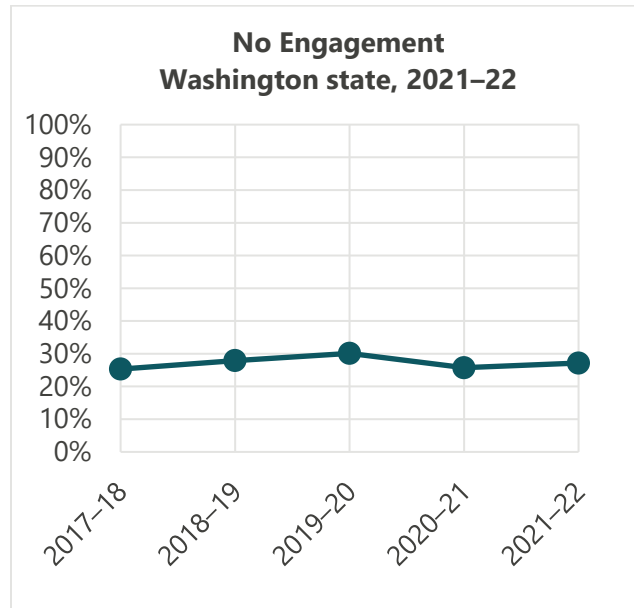
### Any vs. No Engagement, 2017–18 to 2021–22

**Fig. 2: Percentage of respondents from 2017–18 to 2021–22 who met reporting criteria for one of the four engagement outcomes**



Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**Fig. 3: Percentage of respondents from 2017–18 to 2021–22 who did not meet reporting requirements for engagement**



Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Post-School Outcomes, 2017–18 to 2021–22

**Table 6: 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
2021–22	6,522	17.40%	40.95%	3.88%	10.63%	27.14%
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%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Summary of Outcomes, 2017–18 to 2021–22

### *Any Engagement*

- From 2017–18 to 2019–20, engagement rates decreased by 4.75 percentage points, or 6.36% (74.68% to 69.93%).
- From 2019–20 to 2020–21, engagement rates increased by 4.34 percentage points, or 6.21% (from 69.93% to 74.27%).
- From 2020–21 to 2021–22, engagement rates decreased by 1.41 percentage points, or 1.90% (from 74.27% to 72.86%).

### *Higher Education*

- From 2017–18 to 2019–20, Higher Education rates decreased by 3.71 percentage points, or 18.14% (from 20.45% to 16.74%).
- From 2019–20 to 2021–22, Higher Education rates increased by 0.66 percentage points, or 3.94% (from 16.74% to 17.40%).

### *Competitive Employment*

- From 2017–18 to 2019–20, Competitive Employment rates decreased by 9.02 percentage points, or 24.92% (from 36.19% to 27.17%).
- From 2019–20 to 2021–22, Competitive Employment rates increased by 13.78 percentage points, or 50.72% (from 27.17% to 40.95%).

### *Other Education*

- From 2017–18 to 2019–20, Other Education rates increased by 0.61 percentage points, or 15.14% (from 4.03% to 4.64%).
- From 2019–20 to 2020–21, Other Education rates decreased by 0.73 percentage points, or 15.73% (from 4.64% to 3.91%).
- From 2020–21 to 2021–22, Other Education rates decreased by 0.03 percentage points, or 0.77% (from 3.91% to 3.88%).

### *Other Employment*

- From 2017–18 to 2020–21, Other Employment rates increased by 8.83 percentage points, or 62.31% (from 14.01% to 22.74%).
- From 2020–21 to 2021–22, Other Employment rates decreased by 12.11 percentage points, or 53.25% (from 22.74% to 10.63%).

### *No Engagement*

- From 2017–18 to 2019–20, No Engagement rates increased by 4.75 percentage points, or 18.76% (from 25.32% to 30.07%).
- From 2019–20 to 2020–21, No Engagement rates decreased by 4.34 percentage points, or 14.43% (from 30.07% to 25.73%).
- From 2020–21 to 2021–22, No Engagement rates increased by 1.41 percentage points, or 5.48% (from 25.73% to 27.14%).

# DISAGGREGATED OUTCOMES BY SUBGROUPS

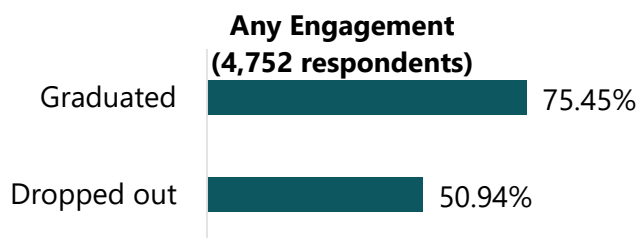
To better understand the post-school outcomes for Washington’s youth who had IEPs when exiting high school, outcome data can be viewed by Exit Category, Gender Category, Disability Category, Race/Ethnicity Category, and Language Proficiency Category.

## Outcomes by Exit Categories

Figures 4–5 and Table 7 show the state’s postsecondary outcomes for respondents by Exit Categories. Out of all respondents in Washington state, 89.44% were categorized as Graduated because they left high school with a diploma. The 10.56% 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.

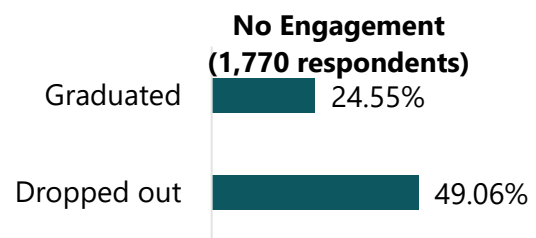
### Any vs. No Engagement by Exit Categories

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Post-School Outcomes by Exit Categories

**Table 7: PSO for all respondents (Resp’ts) by Exit Categories**

Exit Category	Resp’ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	89.44% (5,833)	19.17%	42.12%	3.94%	10.22%	24.55%
Dropped Out	10.56% (689)	2.47%	31.06%	3.34%	14.08%	49.06%
Total	100% (6,522)	17.40%	40.95%	3.88%	10.63%	27.14%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Summary of Outcomes by Exit Categories

### *Graduated*

Graduated refers to any student who left high school with a diploma. Approximately 75.45% of Graduated respondents met reporting requirements for Any Engagement. Competitive Employment (42.12%) was the most reported engagement outcome, followed by Higher Education (19.17%) and Other Employment (10.22%). Other Education (3.94%) was the least reported outcome for these respondents.

### *Dropped Out*

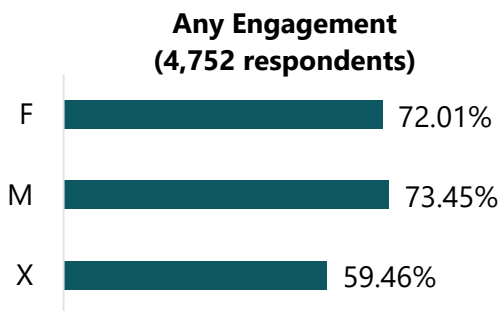
Dropped out refers to students who aged out without a diploma and those who were expected to return but did not. Only 50.94% of the respondents who Dropped Out met reporting requirements for Any Engagement. Competitive Employment (31.06%) was the most reported engagement outcome, followed by Other Employment (14.08%) and Other Education (3.34%). Higher Education (2.47%) was the least reported outcome for these respondents.

## Outcomes by Gender Categories

Figures 6–7 and Table 8 show the state’s postsecondary outcomes for respondents by Gender Categories. Nearly two thirds of respondents are categorized as Male (M, 64.15%), nearly one third are categorized as Female (F, 35.28%), and less than one percent are categorized as not exclusively Male nor Female (X, 0.57%).

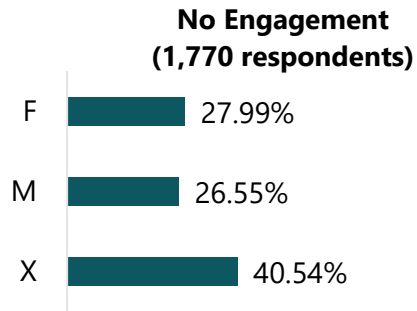
### Any vs. No Engagement by Gender Categories

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Post-School Outcomes by Gender Categories

**Table 8: 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)	35.28% (2,301)	21.12%	35.46%	4.52%	10.91%	27.99%
M (Male)	64.15% (4,184)	15.30%	44.19%	3.49%	10.47%	26.55%
X (Not exclusively male or female)	0.57% (37)	24.32%	16.22%	8.11%	10.81%	40.54%
Total	100% (6,522)	17.40%	40.95%	3.88%	10.63%	27.14%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*



## Summary of Outcomes by Gender Categories

### *Male*

Among students categorized as Male, 73.45% of respondents met reporting requirements for Any Engagement. Competitive Employment (44.19%) was the most reported engagement outcome, followed by Higher Education (15.30%) and Other Employment (10.47%). Other Education (3.49%) was the least reported outcome for these respondents.

### *Female*

Similarly, for students categorized as Female, 72.01% met reporting requirements for Any Engagement. Competitive Employment (35.46%) was the most reported engagement outcome, followed by Higher Education (21.12%) and Other Employment (10.91%). Other Education (4.52%) was the least reported outcome for these respondents.

### *X*

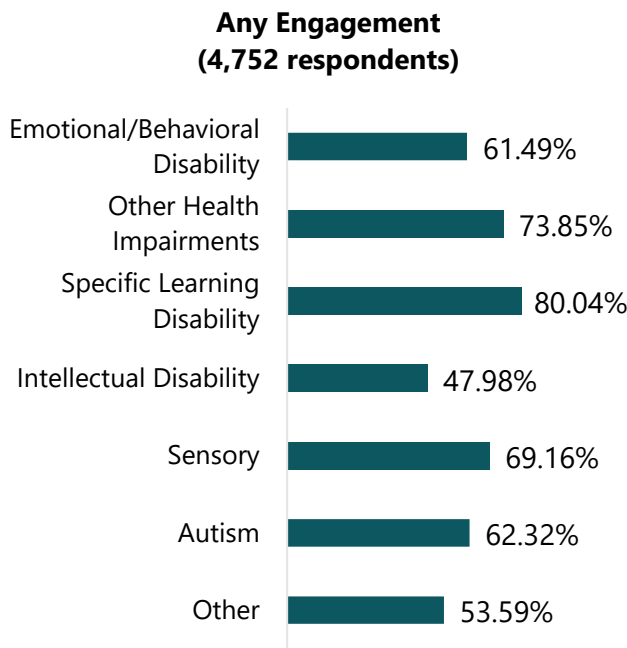
Although they make up a small portion of the respondent population, Gender-X engagement numbers show a significant shift from what we see in Male and Female categorized students. Only 59.46% of Gender-X categorized students met Any Engagement reporting requirements. Higher Education (24.32%) was the most reported outcome, followed by Competitive Employment (16.22%) and Other Employment (10.81%). Other Employment (8.11%) was the least reported outcome for these respondents.

## Outcomes by Disability Categories

Figures 8–9 and Table 9 show the state’s postsecondary outcomes for respondents by Disability Categories. The largest number of respondents are categorized as having a Specific Learning Disability (46.32%) or Other Health Impairments (27.91%). The remaining 25.77% of respondents are categorized as having Autism (10.70%), Emotional/Behavioral Disability (4.94%), Other (4.69%), Intellectual Disability (3.80%), or Sensory (1.64%).

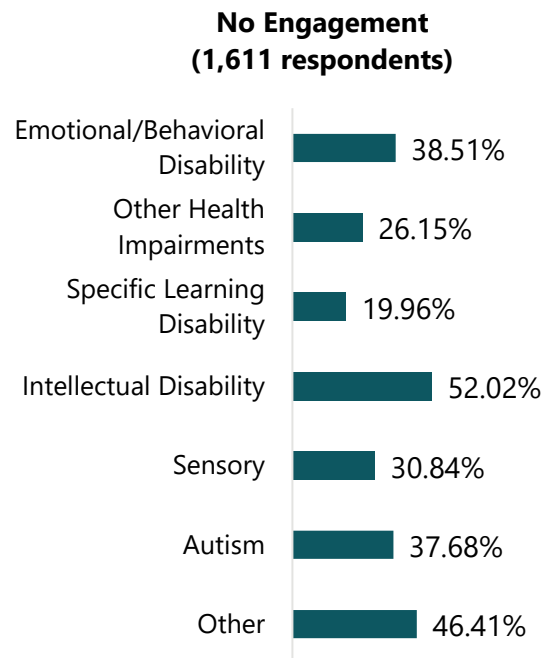
### Any vs. No Engagement by Disability Categories

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

# Post-School Outcomes by Disability Categories

**Table 9: 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	4.94% (322)	9.63%	40.06%	2.48%	9.32%	38.51%
Other Health Impairments	27.91% (1,820)	17.58%	42.47%	4.01%	9.78%	26.15%
Specific Learning Disability	46.32% (3,021)	17.97%	48.63%	3.01%	10.43%	19.96%
Intellectual Disability	3.80% (248)	4.03%	21.77%	3.63%	18.55%	52.02%
Sensory (Hearing, Visual, Deafness, and Deaf-Blindness)	1.64% (107)	23.36%	24.30%	10.28%	11.21%	30.84%
Autism	10.70% (698)	23.21%	21.63%	6.88%	10.60%	37.68%
Other (Orthopedic, Multiple, Communication Disorders, Traumatic Brain Injury)	4.69% (306)	14.38%	22.55%	4.25%	12.42%	46.41%
Total	100% (6,522)	17.40%	40.95%	3.88%	10.63%	27.14%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Summary of Outcomes by Disability Categories

### *Specific Learning Disability*

For respondents categorized as having a Specific Learning Disability, approximately 80.04% met reporting requirements for Any Engagement. Competitive Employment (48.63%) was the most reported engagement outcome, followed by Higher Education (17.97%) and Other Employment (10.43%). The least reported outcome for these respondents was Other Education (3.01%).

## *Other Health Impairments*

Approximately 73.85% of respondents categorized as having Other Health Impairments met reporting requirements for Any Engagement. Competitive Employment (42.47%) was the most reported engagement outcome, followed by Higher Education (17.58%) and Other Employment (9.78%). The least reported outcome for these respondents was Other Education (4.01%).

## *Sensory*

The Sensory category includes Hearing, Visual, Deafness, and Deaf-Blindness. Approximately 69.16% of respondents categorized as having a Sensory disability met reporting requirements for Any Engagement. Competitive Employment (24.30%) was the most reported engagement outcome, followed by Higher Education (23.36%) and Other Employment (11.21%). The least reported outcome for these respondents was Other Education (10.28%).

## *Autism*

Approximately 62.32% of respondents categorized as having Autism met reporting requirements for Any Engagement. Higher Education (23.21%) was the most reported engagement outcome, followed by Competitive Employment (21.63%) and Other Employment (10.60%). The least reported outcome for these respondents was Other Education (6.88%).

## *Emotional/Behavioral Disability*

Approximately 61.49% 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 (40.06%) was the most reported engagement outcome, followed by Higher Education (9.63%) and Other Employment (9.32%). The least reported outcome for these respondents was Other Education (2.48%).

## *Other*

The Other category includes Orthopedic, Multiple, Communication Disorder, and Traumatic Brain Injury. For respondents categorized as having an Other disability, approximately 53.59% met reporting requirements for Any Engagement. Competitive Employment (22.55%) was the most reported engagement outcome, followed by Higher Education (14.38%) and Other Employment (12.42%). The least reported outcome for these respondents was Other Education (4.25%).

## *Intellectual Disability*

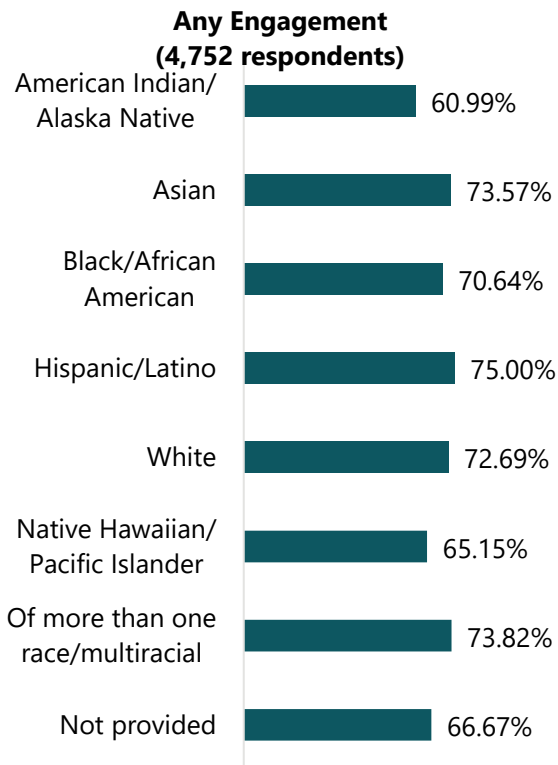
For respondents categorized as having an Intellectual Disability, approximately 47.98% met reporting requirements for Any Engagement. Competitive Employment (21.77%) was the most reported engagement outcome, followed by Other Employment (18.55%) and Higher Education (4.03%). The least reported outcome for these respondents was Other Education (3.63%).

## Outcomes by Race/Ethnicity Categories

Figures 10–11 and Table 10 and show the state’s postsecondary outcomes for respondents by Race/Ethnicity Categories. Among respondents, the largest number are categorized as White (51.70%) and Hispanic/Latino (26.25%). Respondents that make up smaller percentages of the population are categorized as Of more than one race/Multiracial (7.50%); Black/African American (6.42%); Asian (3.48%); American Indian/Alaska Native (2.16%); Not provided (1.47%); and Native Hawaiian/Pacific Islander (1.01%).

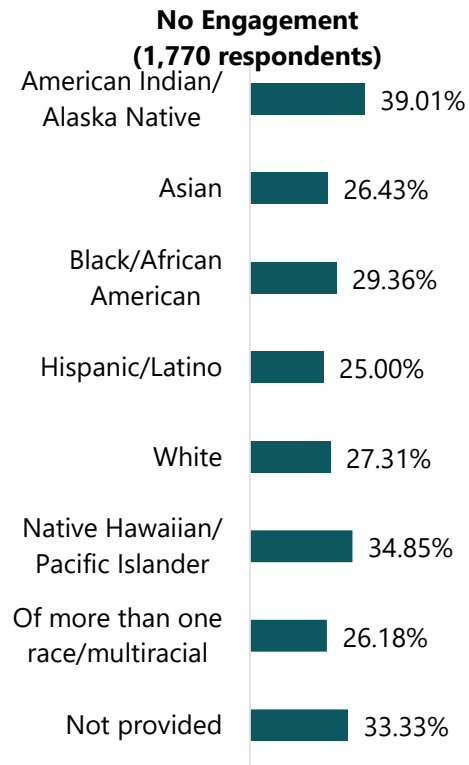
## Any vs. No Engagement by Race/Ethnicity Categories

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

# Post-School Outcomes by Race/Ethnicity Categories

**Table 10: 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	2.16% (141)	11.35%	36.88%	2.84%	9.93%	39.01%
Asian	3.48% (227)	34.36%	19.82%	8.37%	11.01%	26.43%
Black/ African American	6.42% (419)	21.48%	33.65%	3.82%	11.69%	29.36%
Hispanic/ Latino	26.25% (1,712)	15.89%	44.45%	3.10%	11.57%	25.00%
White	51.70% (3,372)	16.79%	41.37%	4.15%	10.38%	27.31%
Native Hawaiian/ Pacific Islander	1.01% (66)	18.18%	37.88%	1.52%	7.58%	34.85%
Of more than one race/ Multiracial	7.50% (489)	19.43%	42.54%	3.27%	8.59%	26.18%
Not provided	1.47% (96)	6.25%	45.83%	4.17%	10.42%	33.33%
Total	100% (6,522)	17.40%	40.95%	3.88%	10.63%	27.14%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Summary of Outcomes by Race/Ethnicity Categories

### *Hispanic/Latino*

Approximately 75.00% 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 (44.45%) was the most reported engagement outcome, followed by Higher Education (15.89%) and Other Employment (11.57%). Other Education (3.10%) was the least reported outcome for these respondents.

### *Of more than one race/Multiracial*

Among respondents categorized as Multiracial, approximately 73.82% met reporting requirements for Any Engagement. Competitive Employment (42.54%) was the most reported engagement outcome, followed by Higher Education (19.43%) and Other Employment (8.59%). Other Education (3.27%) was the least reported outcome for these respondents.

### *Asian*

Approximately 73.57% of respondents categorized as Asian met reporting requirements for Any Engagement. Higher Education (34.36%) was the most reported engagement outcome, followed by Competitive Employment (19.82%) and Other Employment (11.01%). Other Education (8.37%) was the least reported outcome category for this population.

### *White*

Approximately 72.69% of respondents categorized as White met reporting requirements for Any Engagement. Competitive Employment (41.37%) was the most reported engagement outcome, followed by Higher Education (16.79%) and Other Employment (10.38%). Other Education was the least reported outcome for these respondents (4.15%).

### *Black/African American*

Among respondents categorized as Black or African American, approximately 70.64% met reporting requirements for Any Engagement. Competitive Employment (33.65%) was the most reported engagement outcome, followed by Higher Education (21.48%) and Other Employment (11.69%). Other Education (3.82%) was the least reported outcome for these respondents.

### *Native Hawaiian/Pacific Islander*

Approximately 65.15% of respondents categorized as Native Hawaiian/Pacific Islander met reporting requirements for Any Engagement. The most reported engagement outcome was Competitive Employment (37.88%), followed by Higher Education (18.18%) and Other Employment (7.58%). Other Education (1.52%) was the least reported outcome for these respondents.

### *American Indian/Alaska Native*

For respondents categorized as American Indian/Alaska Native, approximately 60.99% met reporting requirements for Any Engagement. This is the lowest engagement rate among all race/ethnicity categories. Competitive Employment (36.88%) was the most reported engagement outcome, followed by Higher Education (11.35%) and Other Employment (9.93%). Other Education (2.84%) was the least reported outcome for this population.

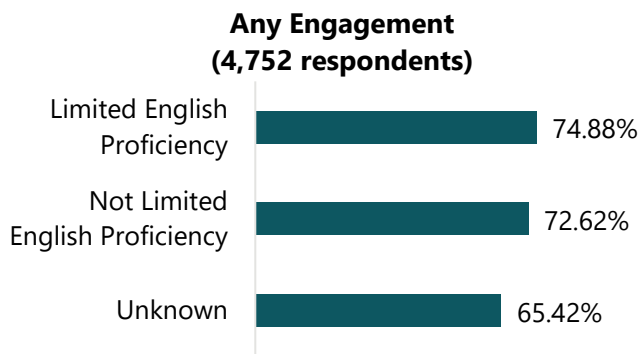
## Outcomes by Language Proficiency Categories

Figures 12–13 and Table 11 show the state’s postsecondary outcomes for respondents by Language Proficiency Categories. Among the survey respondents, 82.61% were categorized with Not Limited English Proficiency (NLEP), 15.75% were categorized as having Limited English Proficiency (LEP), and 1.64% 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.

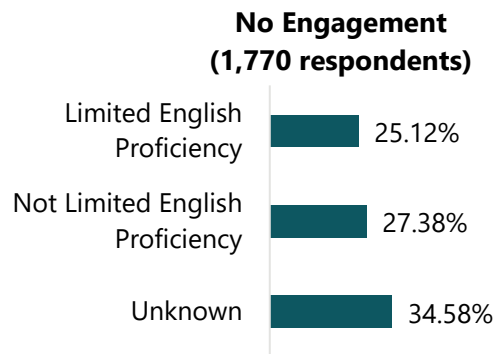
### Any vs. No Engagement by Language Proficiency Categories

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

**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 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*



## Post-School Outcomes by Language Proficiency Categories

**Table 11: 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)	15.75% (1,027)	15.77%	41.97%	3.12%	14.02%	25.12%
Not Limited English Proficiency (NLEP)	82.61% (5,388)	17.98%	40.68%	4.01%	9.95%	27.38%
Unknown	1.64% (107)	3.74%	44.86%	4.67%	12.15%	34.58%
Total	100% (6,522)	17.40%	40.95%	3.88%	10.63%	27.14%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## Summary of Outcomes by Language Proficiency Categories

### *Limited English Proficiency*

For respondents categorized with Limited English Proficiency, 74.88% met reporting requirements for Any Engagement. Competitive Employment was the most reported (41.97%), followed by Higher Education (15.77%) and Other Employment (14.02%). Other Education (3.12%) was the least reported outcome for these respondents.

### *Not Limited English Proficiency*

For respondents categorized with Not Limited English Proficiency, 72.62% met reporting requirements for Any Engagement. Competitive Employment was the most reported (40.68%), followed by Higher Education (17.98%) and Other Employment (9.95%). Other Education (4.01%) was the least reported outcome for these respondents.

# CONCLUSION

The current report provides a post-school outcome data summary for former secondary students in Washington state who had IEPs in place upon permanently exiting school during the 2021–22 academic year.

From the 2020–21 to 2021–22 academic years, Any Engagement decreased by 1.41 percentage points, or 1.90%. Higher Education and Competitive Employment rates increased while Other Education and Other Employment decreased. The survey response rate decreased by 0.94 percentage points, or 1.19%.

Among the 1,770 leavers statewide who were not engaged, 25.65% of them attempted postsecondary education, training or employment but were unable to meet the OSEP criteria to be counted as engaged.

Engagement rates are higher among students who graduate high school compared to those who drop out (75.45% vs 50.94%).

Female and Gender X-categorized respondents were engaged in Higher Education at a greater rate than Male-categorized respondents. Male respondents were engaged in Competitive Employment 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, respondents with an Intellectual Disability, Other Disabilities, Autism, Sensory, and Emotional/Behavioral Disability were the groups with the highest levels of nonengagement. Their rates of nonengagement exceed the statewide average of 27.14%.

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

OSPI and CCTS thank 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). By the end of the 2020–21 school year, most schools in Washington had returned to in-person instruction, and businesses have been in recovery mode since.

Although there isn't rigorous research to draw a correlation between the effects of the pandemic on Washington state's post-school outcomes, statewide engagement decreased by 4.75 percentage points, or 6.36%, from FFY 2018 to FFY 2020 (74.68% to 69.93%).

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, or 0.81%, 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 aligned more closely with rates before the start of the pandemic. The overall engagement rate in FFY 2021 was 74.27%, an increase of 4.34 percentage points, or 6.21%, with a notable increase in Competitive Employment. The survey response rate was 78.87%, an increase of 0.71 percentage points, or 0.91%. This was the highest it's been since FFY 2016. Overall Engagement rates and response rates from the FFY 2022 survey continue to align with data from before the start of the pandemic.

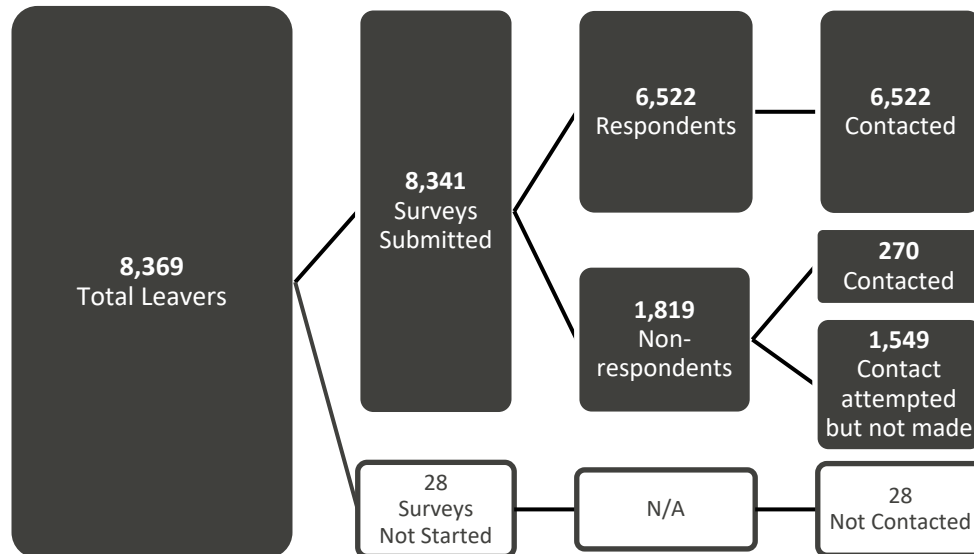
## Appendix B: Survey Population

A total of 8,369 youth were eligible for the survey because they were age 16–21, permanently exited high school in the 2021–22 school year, and had an IEP in place at the time of exit. Among these 8,369 eligible youth, surveys were submitted for 8,341 leavers. Submitted surveys are separated into two categories: Respondents and Non-respondents (Figure 14).

A total of 6,522 Respondents were contacted for the survey and answered the survey questions. A total of 1,819 Non-respondents were contacted but did not answer the survey questions. Of the 1,819 Non-respondents, 270 were reached by phone but opted not to participate in the survey, and 1,549 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (17.81%), unable to reach after three attempts (63.33%), declined interview (14.84%), and other reasons (4.01%).

A total of 28 eligible leavers 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 2024 survey.

**Figure 14: Survey Population Detail**



Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

## 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, English language proficiency, and exit status to determine whether the leavers who responded to the interviews were similar, or different from, the total population of young adults with an IEP who exited school in 2021–22 (Table 12).

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 12: NTACT:C Response Calculator – Representativeness**

Respondent Group	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
Over-all	8,369	6,522	NA	NA	NA
Specific Learning Disability	3,959	3,021	47.31%	46.32%	-0.99%
Emotional/Behavioral Disability	441	322	5.27%	4.94%	-0.33%
Intellectual Disability	303	248	3.62%	3.80%	0.18%
All Other Disabilities	3,666	2,931	43.80%	44.94%	1.14%
Female	2,987	2,301	35.69%	35.28%	-0.41%
Non-white Race/Ethnicity	4,125	3,150	49.29%	48.30%	-0.99%
English Learner	1,362	1,027	16.27%	15.75%	-0.53%
Drop-out	1,031	689	12.32%	10.56%	-1.76%

Source: Center for Change in Transition Services, Seattle University (January 2024). *Indicator B14 Post-School Outcome Report, Washington state, 2021–22.*

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 second year data were also representative of students who dropped out. Representativeness among these former students increased by 0.60 percentage points, or 25.42%, from FFY 2021 to FFY 2022 (-2.36% to -1.76%).

The increase in representativeness among students who drop out is due to updates in the TSF2 data collection platform made in FFY 2021 related to deleting leavers from the system. This was the second survey year where TSF2 users must provide a reason for 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. In FFY 2022, there were 17 leavers who dropped out, were deleted from the TSF2 due to user error, and then added back to the system. If those 17 leaver surveys were permanently deleted, students who dropped out would be underrepresented in the data. This aligns with the data for deleted leaver surveys from FFY 2021.

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