



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Post-School Outcomes for Students With Disabilities

2026

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 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 2025 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, 2025, survey responses were recorded for 75.93% of the 8,585 eligible former students. Results from the census survey of former students who left school in 2023–24 (FFY 2024) show the following changes from students who left in 2022–23 (FFY 2023):

- The total number of special education leavers decreased by 762, or 8.15% (from 9,347 to 8,585 leavers). The average number of leavers over the last 10 years is 8,356.
- The survey response rate decreased by 0.79 percentage points, or 1.03% (from 76.72% to 75.93%). This is the lowest response rate since FFY 2013 (74.50%). The average response rate over the last 10 years is 78.16%.
- The overall engagement rate increased by 2.3 percentage points, or 3.33% (from 69.00% to 71.30%). The average engagement rate over the last 10 years is 71.49%.
- The Higher Education category increased by 2.75 percentage points, or 15.18% (from 18.11% to 20.86%). This is the highest rate of Higher Education since FFY 2017 (21.31%). The average Higher Education rate over the last 10 years is 19.77%.
- The Competitive Employment category decreased by 5.53 percentage points, or 17.38% (from 31.82% to 26.29%). This is the lowest rate of Competitive Employment since FFY 2012 (22.61%). The average Competitive Employment rate over the last 10 years is 32.82%.
- The Other Education category increased by 1.26 percentage points, or 29.65% (from 4.25% to 5.51%). This is the highest rate of Other Education since FFY 2009 (6.15%). The average Other Education rate over the last 10 years is 3.91%.
- The Other Employment category increased by 3.83 percentage points, or 25.86% (from 14.81% to 18.64%). This is the highest rate of Other Employment since FFY 2021, when it reached its highest point on record (22.74%). The average Other Employment rate over the last 10 years is 14.98%.
- The No Engagement rate decreased by 2.30 percentage points, or 7.42% (from 31.00% to 28.70%). The average nonengagement rate over the last 10 years is 28.51%.

INTRODUCTION

This report summarizes data for secondary students with an Individualized Education Program (IEP) who left high school during the 2023–24 school year one year after permanently exiting. From June 1–November 1, 2025, 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 262 Washington state school districts with high schools (251 districts and 11 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

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.

¹ Center for Change in Transition Services. (2026). Post-School Outcome Terms and Definitions. Retrieved from <https://www.seattleu.edu/ccts/pso-data/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 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.

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, 2025, school district staff conducted phone calls to former students who permanently exited high school in the 2023–24 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 8,585 leavers. This is the highest number of special education leavers on record.

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 (72.85%) came from parents, family members, caregivers, or someone else with knowledge of the former student’s postsecondary activities. Only 27.15% of the 6,519 survey responses came from former students.

Table 1: Respondent Counts

Person Interviewed	Respondent Count	Percentage
Parent	3,938	60.41%
Former Student	1,770	27.15%
Family Member	574	8.80%
Caregiver	17	0.26%
Other	220	3.37%
Total	6,519	100%

Source: Center for Change in Transition Services, Seattle University. (January 2026). *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, 2024, then the survey questions are about their activities from June 15, 2024–June 15, 2025.

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 2023–25 was \$15.74–16.28 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 represent outcomes for approximately 75.93% of the 2023–24 special education leavers.

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

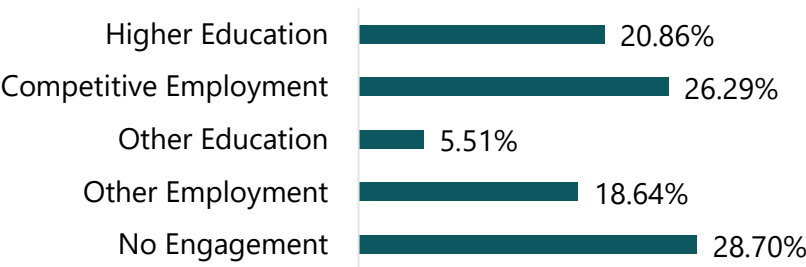
Total number of 2023–24 leavers	Total number of respondents	Survey response rate
8,585	6,519	75.93%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

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 6,519 respondents in Washington state



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

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

Total Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
100% (6,519)	20.86% (1,360)	26.29% (1,740)	5.51% (359)	18.64% (1,215)	28.70% (1,871)

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Engagement by Educational Service District (ESD)

The average rate of overall engagement in Washington state was 71.30%, while nonengagement was 28.70%. Table 4 displays the rates of any engagement across the state by ESD, from most to least engaged, alongside the total number of respondents and response rate for each ESD.

Response rates are highest in ESDs 171 and 105 (82.34% and 82.18% respectively), and lowest in ESD 112 (69.32%).

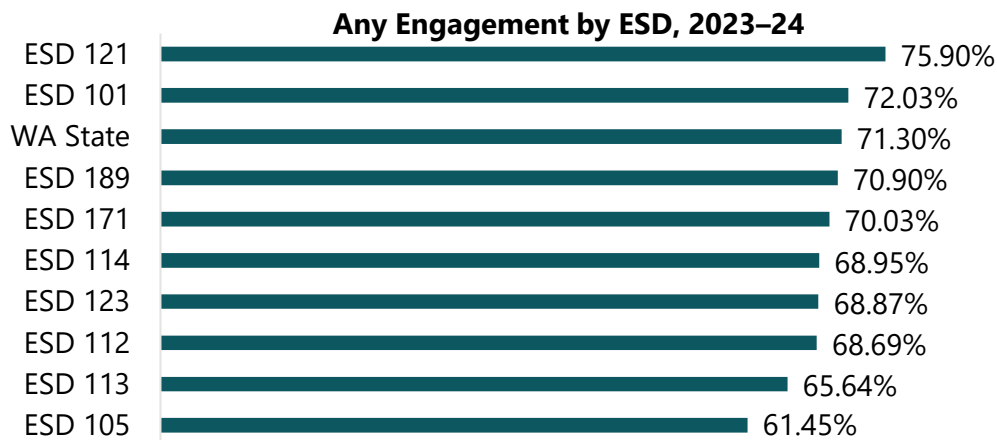
Figure 2 displays overall engagement by ESD, from most to least engaged. Any engagement ranges from a high of 75.90% in ESD 121 to a low of 61.45% in ESD 105. Detailed post-school outcome data reports by ESD and county are available on the CCTS website at www.seattleu.edu/pso-data.

Table 4: Any vs No Engagement by ESD, from most to least engaged

ESD	Resp'ts	Response Rate	Any Engagement	No Engagement
ESD 121	2,278	75.53%	75.90%	24.10%
ESD 101	597	75.57%	72.03%	27.97%
WA State	6,519	75.93%	71.30%	28.70%
ESD 189	1,031	75.37%	70.90%	29.10%
ESD 171	317	82.34%	70.03%	29.97%
ESD 114	380	77.55%	68.95%	31.05%
ESD 123	469	81.57%	68.87%	31.13%
ESD 112	610	69.32%	68.69%	31.31%
ESD 113	422	73.26%	65.64%	34.36%
ESD 105	415	82.18%	61.45%	38.55%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24*.

Figure 2: Comparing the percentage of all leavers by ESD who met reporting requirements for any of the engagement outcomes, from most to least engaged



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24*.

Changes in Statewide Outcomes, 2022–23 to 2023–24

Table 5 displays the following changes from the 2022–23 to 2023–24 leaver year:

- The Any Engagement rate increased by 2.30 percentage points, or 3.33%.
 - The Higher Education category increased by 2.75 percentage points, or 15.18%.
 - The Competitive Employment category decreased by 5.53 percentage points, or 17.38%.
 - The Other Education category increased by 1.26 percentage points, or 29.65%.
 - The Other Employment category increased by 3.83 percentage points, or 25.86%.
- The No Engagement rate decreased by 2.30 percentage points, or 7.42%.

Table 5: Comparing Post-School Outcomes 2022–23 to 2023–24

Post-School Outcomes	2022–23	2023–24	Percentage Point Change	Percent Change
Any Engagement	69.00%	71.30%	2.30	3.33%
Higher Education	18.11%	20.86%	2.75	15.18%
Competitive Employment	31.82%	26.29%	-5.53	-17.38%
Other Education	4.25%	5.51%	1.26	29.65%
Other Employment	14.81%	18.64%	3.83	25.86%
No Engagement	31.00%	28.70%	-2.30	-7.42%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Changes in Engagement by Educational Service District (ESD)

Table 6 displays the changes in the rates of any engagement across the state for each ESD, from most to least engaged in 2023–24. ESD 171 showed the greatest increase in engagement of 8.84 percentage points, or 14.45% (from 61.19% to 70.03%). ESD 105 showed the greatest decrease in engagement of -4.90 percentage points, or -7.39% (from 66.35% to 61.45%).

Detailed post-school outcome data reports by ESD and county are available on the CCTS website at www.seattleu.edu/pso-data.

Table 6: Comparing Overall Engagement by ESD, 2022–23 to 2023–24, from most to least engaged in 2023–24

ESD	Any Engagement 2022–23	Any Engagement 2023–24	Percentage Point Change	Percent Change
ESD 121	72.83%	75.90%	3.07	4.22%
ESD 101	64.98%	72.03%	7.05	10.85%
WA State	69.00%	71.30%	2.30	3.33%
ESD 189	71.38%	70.90%	-0.48	-0.67%
ESD 171	61.19%	70.03%	8.84	14.45%

ESD	Any Engagement 2022–23	Any Engagement 2023–24	Percentage Point Change	Percent Change
ESD 114	62.91%	68.95%	6.04	9.60%
ESD 123	70.38%	68.87%	-1.51	-2.15%
ESD 112	63.72%	68.69%	4.97	7.80%
ESD 113	69.02%	65.64%	-3.38	-4.90%
ESD 105	66.35%	61.45%	-4.90	-7.39%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24*. 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 = 20.86%.
- 14B: percentage of respondent leavers who were enrolled in higher education or competitively employed within one year of leaving high school = 47.15%.
- 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 = 71.30%.

Not Engaged Respondents

Of the 6,519 survey respondents, 28.70% (1,871) were categorized under No Engagement. Table 7 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 7: Disaggregated counts for Respondents categorized under No Engagement

No Engagement	Respondents
Youth who did not attempt education or employment	79.37% (1,485)
Youth who attempted engagement but did not meet reporting criteria	20.63% (386)
Total	100% (1,871)

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24*.

Of the 1,871 Not Engaged youth, 1,485 (79.37%) did not enroll in postsecondary education and/or did not work within one year of graduation. However, 386 youth (20.63%) enrolled or worked, but they did not meet the OSEP criteria for engagement for one of the following reasons:

- They enrolled in higher education but did not complete a term (85 respondents)
- They enrolled in some other postsecondary education or training but did not complete a term (10 respondents)
- They gained employment but worked fewer than 90 days (180 respondents)
- They gained employment but worked less than 20 hours per week (125 respondents)
- They gained employment but made less than minimum wage (<10 respondents)

The percentage of youth who did not attempt education or employment increased by 1.46 percentage points, or 1.87%, from 2022–23 to 2023–24 (77.91% to 79.37%). The percentage of youth who attempted engagement but did not meet reporting requirements decreased by 1.46 points, or -6.61% (from 22.09% to 20.63%).

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.

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.

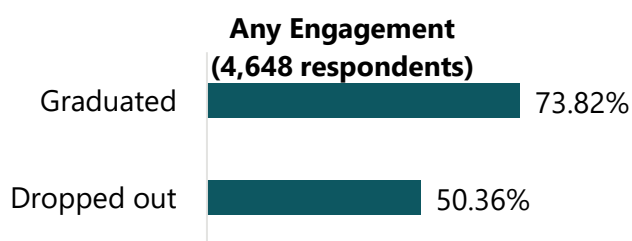
Statewide Outcomes by Exit Categories

Figures 3–4 and Table 8 show the state’s postsecondary outcomes for respondents by Exit Categories. Out of all respondents in Washington state, 89.25% were categorized as Graduated because they left high school with a diploma. The 10.75% 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

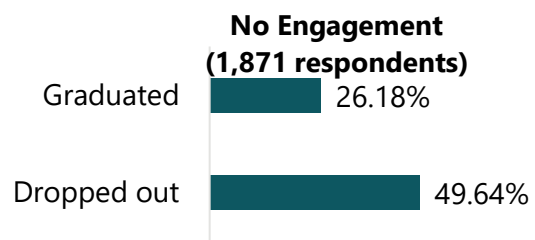
Figure 3: Percentage of respondents by Exit Categories who met reporting criteria for one of the four engagement outcomes

Indicator B14 Post-School Outcome Report, Washington state, 2023–24.



Source: Center for Change in Transition Services, Seattle University (January 2026).

Figure 4: Percentage of respondents by Exit Categories who did not meet reporting requirements for engagement



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Post-School Outcomes by Exit Categories

Table 8: PSO for all respondents (Resp'ts) by Exit Categories, from most to least engaged.

Exit Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	89.25% (5,818)	23.15%	26.52%	5.57%	18.58%	26.18%
Dropped Out	10.75% (701)	1.85%	24.39%	4.99%	19.12%	49.64%
Total	100% (6,519)	20.86%	26.29%	5.51%	18.64%	28.70%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes by Exit Categories

Graduated

Graduated refers to any student who left high school with a diploma. Of the 5,818 respondents who graduated, 73.82% met reporting requirements for Any Engagement. Competitive Employment (26.52%) was the most reported engagement outcome, followed by Higher Education (23.15%) and Other Employment (18.58%). Other Education (5.57%) was the least reported outcome for these respondents.

Dropped Out

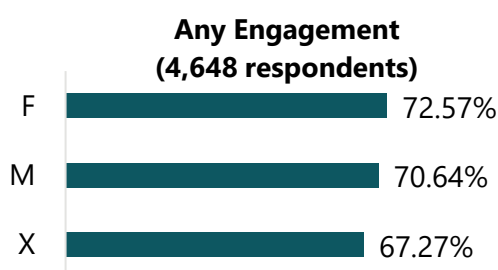
Dropped out refers to students who aged out without a diploma and those who were expected to return but did not. Of the 701 respondents who dropped out, only 50.36% met reporting requirements for Any Engagement. Competitive Employment (24.39%) was the most reported engagement outcome, followed by Other Employment (19.12%) and Other Education (4.99%). Higher Education (1.85%) was the least reported outcome for these respondents.

OUTCOMES BY GENDER CATEGORIES

Figures 5–6 and Table 9 show the state’s postsecondary outcomes for respondents by Gender Categories. Nearly two-thirds of respondents are categorized as Male (M, 63.64%), nearly one third are categorized as Female (F, 35.51%), and less than one percent are categorized as not exclusively Male nor Female (X, 0.84%).

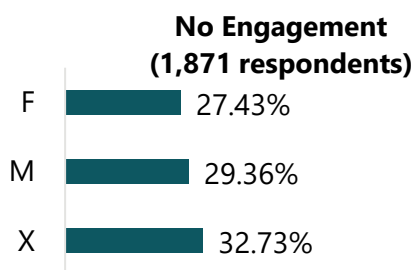
Any vs. No Engagement by Gender Categories

Figure 5: 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 2026).
Indicator B14 Post-School Outcome Report, Washington state, 2023–24.

Figure 6: Percentage of respondents by Gender Categories who did not meet reporting requirements for engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026).
Indicator B14 Post-School Outcome Report, Washington state, 2023–24.

Post-School Outcomes by Gender Categories

Table 9: PSO for all respondents in Washington state by Gender Categories, from most to least engaged.

Gender Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
F (Female)	35.51% (2,315)	26.39%	19.61%	6.22%	20.35%	27.43%
M (Male)	63.64% (4,149)	17.57%	30.20%	5.09%	17.79%	29.36%
X (Not exclusively male or female)	0.84% (55)	36.36%	12.73%	7.27%	10.91%	32.73%
Total	100% (6,519)	20.86%	26.29%	5.51%	18.64%	28.70%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes by Gender Categories

Female

Among the 2,315 respondents categorized as Female, 72.57% met reporting requirements for Any Engagement. Higher Education (26.39%) was the most reported engagement outcome, followed by Other Employment (20.35%) and Competitive Employment (19.61%). Other Education (6.22%) was the least reported outcome for these respondents.

Male

Among the 4,149 respondents categorized as Male, 70.64% of respondents met reporting requirements for Any Engagement. Competitive Employment (30.20%) was the most reported engagement outcome, followed by Other Employment (17.79%) and Higher Education (17.57%). Other Education (5.09%) was the least reported outcome for these respondents.

X

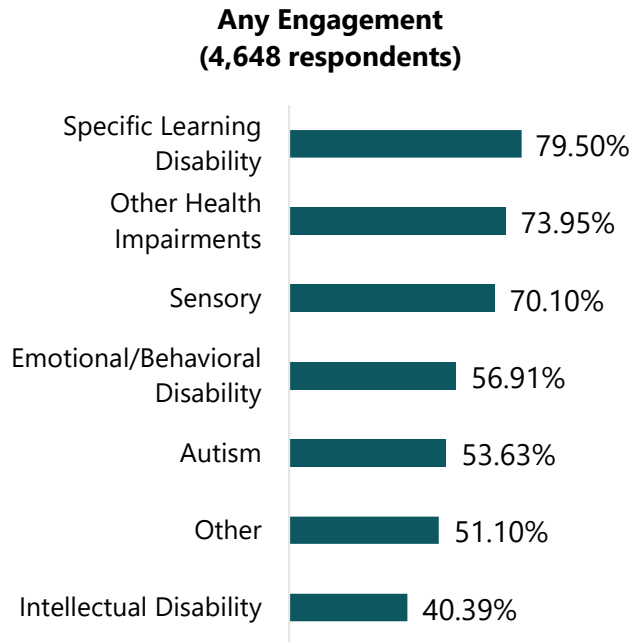
Among the 55 respondents categorized as Gender X, 67.27% met reporting requirements for Any Engagement. Higher Education (36.36%) was the most reported outcome, followed by Competitive Employment (12.73%) and Other Employment (10.91%). Other Education (7.27%) was the least reported outcome for these respondents.

Outcomes by Disability Categories

Figures 7–8 and Table 10 show the state’s postsecondary outcomes for respondents by Disability Categories. The largest number of respondents are categorized as having a Specific Learning Disability (46.10%) or Other Health Impairments (29.27%). The remaining 24.63% of respondents are categorized as having Autism (10.98%), Emotional/Behavioral Disability (4.77%), Intellectual Disability (3.91%), Other (3.48%), or Sensory (1.49%).

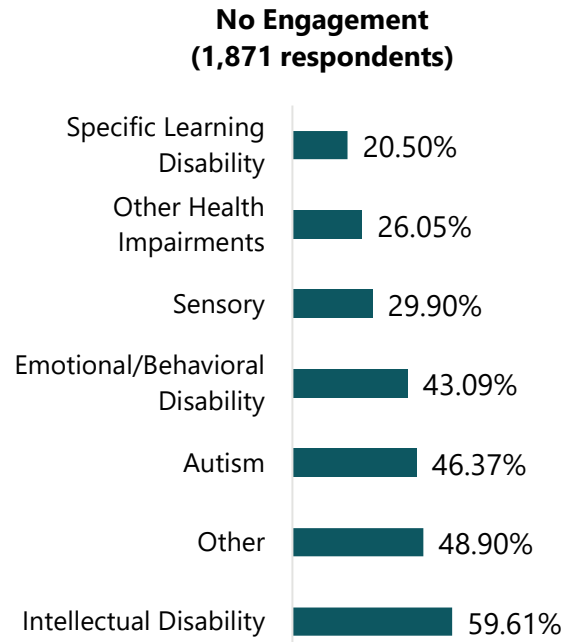
Any vs. No Engagement by Disability Categories

Figure 7: 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 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Figure 8: Percentage of respondents by Disability Categories who did not meet reporting requirements for engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Post-School Outcomes by Disability Categories

Table 10: PSO for all respondents in Washington state by Disability Categories, from most to least engaged.

Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Specific Learning Disability	46.10% (3,005)	22.13%	33.01%	5.39%	18.97%	20.50%
Other Health Impairments	29.27% (1,908)	21.44%	27.41%	5.24%	19.86%	26.05%
Sensory (Hearing, Visual, Deafness, and Deaf-Blindness)	1.49% (97)	29.90%	20.62%	5.15%	14.43%	29.90%
Emotional/ Behavioral Disability	4.77% (311)	12.54%	20.90%	7.07%	16.40%	43.09%
Autism	10.98% (716)	24.44%	7.96%	5.87%	15.36%	46.37%
Other (Orthopedic, Multiple, Communication Disorders, Traumatic Brain Injury)	3.48% (227)	15.86%	14.10%	5.73%	15.42%	48.90%
Intellectual Disability	3.91% (255)	2.75%	9.80%	5.88%	21.96%	59.61%
Total	100% (6,519)	20.86%	26.29%	5.51%	18.64%	28.70%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes by Disability Categories

Specific Learning Disability

Of the 3,005 respondents categorized as having a Specific Learning Disability, 79.50% met reporting requirements for Any Engagement. This is the highest engagement rate among all disability categories. Competitive Employment (33.01%) was the most reported engagement outcome, followed by Higher Education (22.13%) and Other Employment (18.97%). The least reported outcome was Other Education (5.39%).

Other Health Impairments

Of the 1,908 respondents categorized as having Other Health Impairments, approximately 73.95% met reporting requirements for Any Engagement. Competitive Employment (27.41%) was the most reported engagement outcome, followed by Higher Education (21.44%) and Other Employment (19.86%). The least reported outcome for these respondents was Other Education (5.24%).

Sensory

The Sensory category includes Hearing, Visual, Deafness, and Deaf-Blindness. Of the 97 respondents categorized as having a Sensory disability, approximately 70.10% met reporting requirements for Any Engagement. Higher Education (29.90%) was the most reported engagement outcome, followed by Competitive Employment (20.62%) and Other Employment (14.43%). The least reported outcome for these respondents was Other Education (5.15%).

Emotional/Behavioral Disability

Of the 311 respondents categorized as having Emotional/Behavioral Disability (EBD, also referred to as Emotional Disturbance, or ED), approximately 56.91% met reporting requirements for Any Engagement. Competitive Employment (20.90%) was the most reported engagement outcome, followed by Other Employment (16.40%) and Higher Education (12.54%). The least reported outcome for these respondents was Other Education (7.07%).

Autism

Of the 716 respondents categorized as having Autism, approximately 53.63% met reporting requirements for Any Engagement. Higher Education (24.44%) was the most reported engagement outcome, followed by Other Employment (15.36%) and Competitive Employment (7.96%). The least reported outcome for these respondents was Other Education (5.87%).

Other

The Other disability category includes Orthopedic, Multiple, Communication Disorder, and Traumatic Brain Injury. Of the 227 respondents categorized as having Other Health Impairments, approximately 51.10% met reporting requirements for Any Engagement. Higher Education (15.86%) was the most reported engagement outcome, followed by Other Employment (15.42%) and Competitive Employment (14.10%). The least reported outcome for these respondents was Other Education (5.73%).

Intellectual Disability

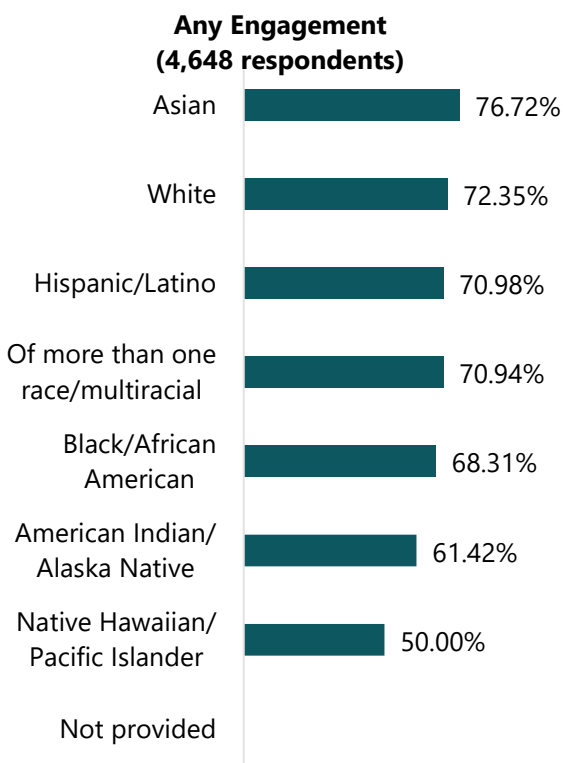
Of the 255 respondents categorized as having an Intellectual Disability, approximately 40.39% met reporting requirements for Any Engagement. This is the lowest engagement rate among all disability categories. Other Employment (21.96%) was the most reported engagement outcome, followed by Competitive Employment (9.80%) and Other Education (5.88%). The least reported outcome for these respondents was Higher Education (2.75%).

OUTCOMES BY RACE/ETHNICITY CATEGORIES

Figures 9–10 and Table 11 and show the state’s postsecondary outcomes for respondents by Race/Ethnicity Categories. Among respondents, the largest number are categorized as White (49.72%) and Hispanic/Latino (29.50%). The remaining 20.78% of respondents are categorized as Of more than one race/Multiracial (8.61%); Black/African American (6.53%); Asian (2.90%); American Indian/Alaska Native (1.95%); Native Hawaiian/Pacific Islander (0.80%); and Not provided (0.00%).

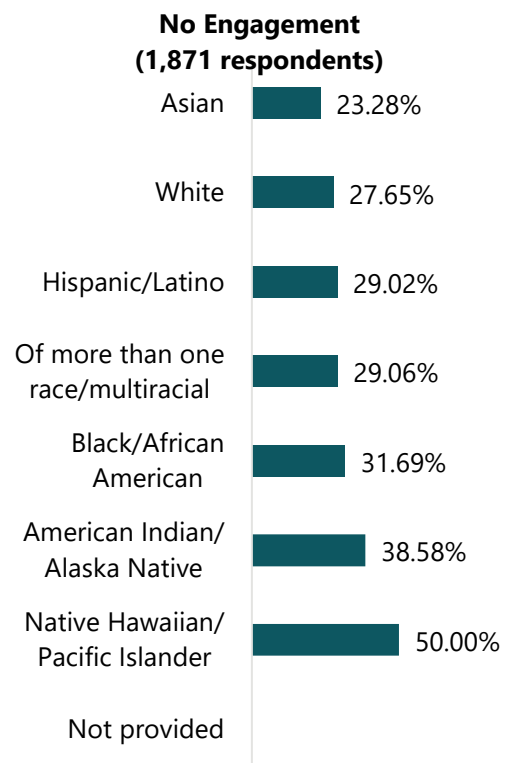
Any vs. No Engagement by Race/Ethnicity Categories

Figure 9: 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 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Figure 10: Percentage of respondents by Race/Ethnicity Categories who did not meet reporting requirements for engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Post-School Outcomes by Race/Ethnicity Categories

Table 11: PSO for all respondents in Washington state by Race/Ethnicity Categories, from most to least engaged.

Race/ Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Asian	2.90% (189)	40.74%	14.29%	7.41%	14.29%	23.28%
White	49.72% (3,241)	21.14%	26.72%	6.02%	18.48%	27.65%
Hispanic/ Latino	29.50% (1,923)	17.32%	29.59%	4.84%	19.24%	29.02%
Of more than one race/ Multiracial	8.61% (561)	22.10%	23.53%	4.99%	20.32%	29.06%
Black/ African American	6.53% (426)	27.46%	18.31%	4.93%	17.61%	31.69%
American Indian/ Alaska Native	1.95% (127)	13.39%	26.77%	3.94%	17.32%	38.58%
Native Hawaiian/ Pacific Islander	0.80% (52)	13.46%	15.38%	5.77%	15.38%	50.00%
Not provided	0.00% (0)	N/A	N/A	N/A	N/A	N/A
Total	100% (6,519)	20.86%	26.29%	5.51%	18.64%	28.70%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes by Race/Ethnicity Categories

Asian

Of the 189 respondents categorized as Asian, approximately 76.72% met reporting requirements for Any Engagement. This is the highest engagement rate among all race/ethnicity categories. Higher Education (40.74%) was the most reported engagement outcome, followed by Other

Employment (14.29%) and Competitive Employment (14.29%). Other Education (7.41%) was the least reported outcome category for these respondents.

White

Of the 3,241 respondents categorized as White, approximately 72.35% met reporting requirements for Any Engagement. Competitive Employment (26.72%) was the most reported engagement outcome, followed by Higher Education (21.14%) and Other Employment (18.48%). Other Education was the least reported outcome for these respondents (6.02%).

Hispanic/Latino

Of the 1,923 respondents categorized as Hispanic/Latino, approximately 70.98% met reporting requirements for Any Engagement. Competitive Employment (29.59%) was the most reported engagement outcome, followed by Other Employment (19.24%) and Higher Education (17.32%). Other Education (4.84%) was the least reported outcome for these respondents.

Of more than one race/Multiracial

Of the 561 respondents categorized as Multiracial, approximately 70.94% met reporting requirements for Any Engagement. Competitive Employment (23.53%) was the most reported engagement outcome, followed by Other Employment (22.32%) and Higher Education (20.10%). Other Education (4.99%) was the least reported outcome for these respondents.

Black/African American

Of the 426 respondents categorized as Black or African American, approximately 68.31% met reporting requirements for Any Engagement. Higher Education (27.46%) was the most reported engagement outcome, followed by Competitive Employment (18.31%) and Other Employment (17.61%). Other Education (4.93%) was the least reported outcome for these respondents.

American Indian/Alaska Native

For the 127 respondents categorized as American Indian/Alaska Native, approximately 61.42% met reporting requirements for Any Engagement. Competitive Employment (26.77%) was the most reported engagement outcome, followed by Other Employment (17.32%) and Higher Education (13.39%). Other Education (3.94%) was the least reported outcome for these respondents.

Native Hawaiian/Pacific Islander

Of the 52 respondents categorized as Native Hawaiian/Pacific Islander, approximately 50.00% met reporting requirements for Any Engagement. This is the lowest engagement rate among all race/ethnicity categories. Competitive Employment and Other Employment were the most reported engagement outcomes (15.38% and 15.38%), followed by Higher Education (13.46%). Other Education (5.77%) was the least reported outcome for these respondents.

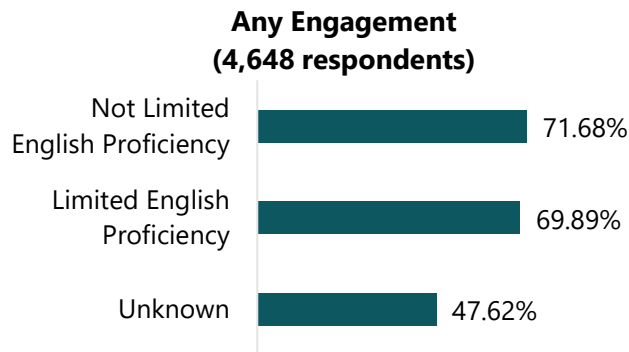
Outcomes by Language Proficiency Categories

Figures 11–12 and Table 12 show the state’s postsecondary outcomes for respondents by Language Proficiency Categories. Among the survey respondents, 82.56% were categorized with Not Limited English Proficiency (NLEP), 17.12% were categorized as having Limited English Proficiency (LEP), and 0.32% of respondents reported 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.

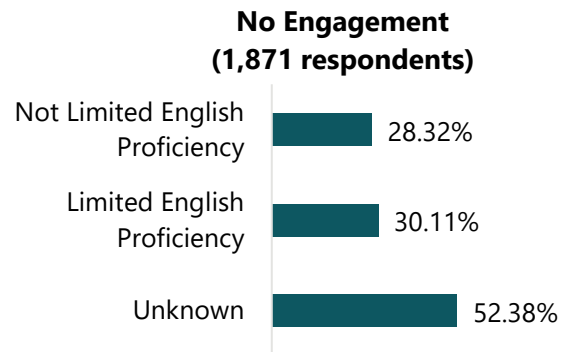
Any vs. No Engagement by Language Proficiency Categories

Figure 11: 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 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Figure 12: Percentage of respondents by Language Proficiency Categories who did not meet reporting requirements for engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Post-School Outcomes by Language Proficiency Categories

Table 12: PSO for all respondents in Washington state by Language Proficiency Categories, from most to least engaged.

Language Proficiency Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Not Limited English Proficiency (NLEP)	82.56% (5,382)	21.65%	25.83%	5.43%	18.78%	28.32%
Limited English Proficiency (LEP)	17.12% (1,116)	17.29%	28.58%	5.91%	18.10%	30.11%
Unknown	0.32% (21)	9.52%	23.81%	4.76%	9.52%	52.38%
Total	100% (6,519)	20.86%	26.29%	5.51%	18.64%	28.70%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes by Language Proficiency Categories

Not Limited English Proficiency

For the 5,382 respondents categorized with Not Limited English Proficiency, 71.68% met reporting requirements for Any Engagement. Competitive Employment was the most reported (25.83%), followed by Higher Education (21.65%) and Other Employment (18.78%). Other Education (5.43%) was the least reported outcome for these respondents.

Limited English Proficiency

For the 1,116 respondents categorized with Limited English Proficiency, 69.89% met reporting requirements for Any Engagement. Competitive Employment was the most reported (28.58%), followed by Other Employment (18.10%) and Higher Education (17.29%). Other Education (5.91%) was the least reported outcome for these respondents.

Unknown

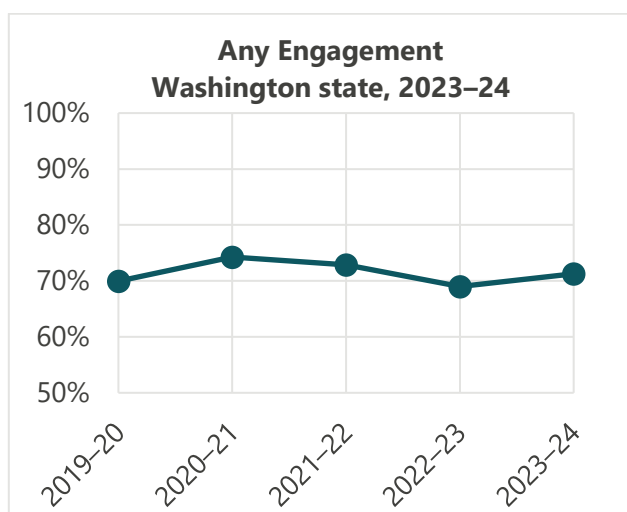
For the 21 respondents categorized with an Unknown language proficiency category, 47.62% met reporting requirements for Any Engagement. Competitive Employment was the most reported (23.81%), followed by Higher Education (9.52%) and Other Employment (9.52%). Other Education (4.76%) was the least reported outcome for these respondents.

POST-SCHOOL OUTCOMES, FIVE-YEAR OVERVIEW

Figures 13–14 and Table 13 show the state’s postsecondary outcomes for all respondents over the last five academic years. The lines connecting the data points do not represent trends or predictions of future outcomes.

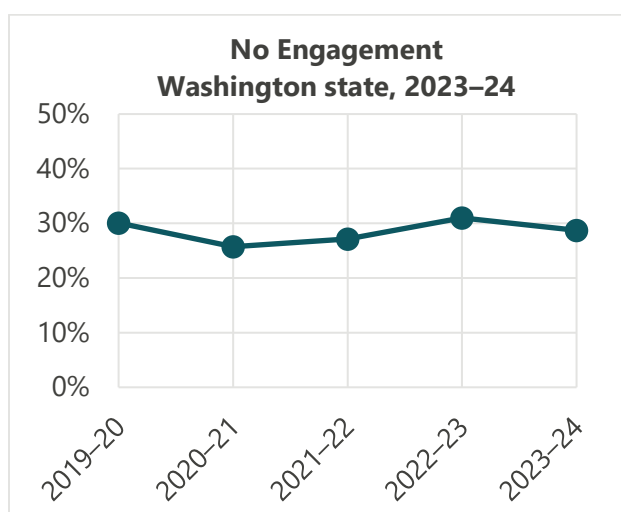
Any vs. No Engagement, 2019–20 to 2023–24

Fig. 13: Percentage of respondents from 2019–20 to 2023–24 who met reporting criteria for one of the four engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Fig. 14: Percentage of respondents from 2019–20 to 2023–24 who did not meet reporting requirements for engagement outcomes



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Post-School Outcomes, 2019–20 to 2023–24

Table 13: 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
2023–24	6,519	20.86%	26.29%	5.51%	18.64%	28.70%
2022–23	7,171	18.11%	31.82%	4.25%	14.81%	31.00%
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%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Outcomes, 2019–20 to 2023–24

Any Engagement

- 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 2022–23, engagement rates decreased by 5.27 percentage points, or 7.10% (from 74.27% to 69.00%).
- From 2022–23 to 2023–24, engagement rates increased by 2.30 percentage points, or 3.33% (from 69.00% to 71.30%).

Higher Education

- From 2019–20 to 2023–24, Higher Education rates increased by 4.12 percentage points, or 24.61% (from 16.74% to 20.86%).

Competitive Employment

- From 2019–20 to 2021–22, Competitive Employment rates increased by 13.78 percentage points, or 50.72% (from 27.17% to 40.95%).
- From 2021–22 to 2023–24, Competitive Employment rates decreased by 14.66 percentage points, or 35.80% (from 40.95% to 26.29%).

Other Education

- From 2019–20 to 2021–22, Other Education rates decreased by 0.76 percentage points, or 16.38% (from 4.64% to 3.88%).
- From 2021–22 to 2023–24, Other Education rates increased by 1.63 percentage points, or 42.01% (from 3.88% to 5.51%).

Other Employment

- From 2019–20 to 2020–21, Other Employment rates increased by 1.36 percentage points, or 6.36% (from 21.38% 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%).
- From 2021–22 to 2023–24, Other Employment rates increased by 8.01 percentage points, or 75.35% (from 10.63% to 18.64%).

No Engagement

- 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 2022–23, No Engagement rates increased by 5.27 percentage points, or 20.48% (from 25.73% to 31.00%).
- From 2022–23 to 2023–24, No Engagement rates decreased by 2.30 percentage points, or 7.42% (from 31.00% to 28.70%).

AGENCY CONNECTIONS

Table 14 reflects the number and percentage of respondents who connected with one or more adult service agencies in the first year since exiting high school. Table 15 displays the adult service agencies that were contacted. Respondents may have selected multiple agencies, and they may or may not have received services from the specified agencies.

Table 14: Connections with adult service agencies

Leavers with Adult Service Agency Connections	Number of Resp'ts	Percentage of Resp'ts
Yes	1,240	19.02%
No	4,738	72.68%
Don't know/declined to answer	541	8.30%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Table 15: Adult service agency connections for all respondents in Washington state

Adult Service Agency Connection	Number of Resp'ts	Percentage of Resp'ts
Division of Vocational Rehabilitation (DVR)	449	6.89%
Developmental Disabilities Community Services (DDCS, formerly DDA)	359	5.51%
Disability Support Services - College	222	3.41%
Social Security Administration (SSA)	189	2.90%
Other	148	2.27%
WorkSource	135	2.07%
Mental Health Provider	100	1.53%
Job Corps	79	1.21%
Don't know/declined to answer	41	0.63%
Washington State Department of Services for the Blind (DSB)	20	0.31%

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

Summary of Agency Connections

Out of the 6,519 total survey respondents, 1,240 (19.02%) former student leavers connected with one or more adult service agencies in their first year since exiting high school, 72.68% (4,738) did not connect with any adult service agencies, and 8.30% (541) of respondents didn't know or declined to answer the question.

Division of Vocational Rehabilitation (DVR) and Developmental Disabilities Community Services (DDCS, formerly DDA)

A total of 449 respondents (6.89%) indicated that they connected with DVR within their first year of leaving high school, and 359 respondents (5.51%) indicated that they connected with DDCS (formerly DDA). These two agencies have the highest percentage of connections among Washington state leavers.

Disability Support Services – College and Social Security Administration (SSA)

A total of 222 respondents (3.41%) indicated that they connected with Disability Support Services at a college or university, and a total of 189 respondents (2.90%) indicated that they connected with the SSA and/or received Social Security Income (SSI).

Other Agencies and WorkSource

148 respondents (2.27%) indicated that they connected with an adult service agency not listed in the survey (e.g. People for People, Trillium, Vadis), and 135 respondents (2.07%) indicated they connected with WorkSource.

Mental Health Provider and Job Corps

A total of 100 respondents (1.53%) indicated that they connected with a mental health provider, and 79 respondents (1.21%) indicated that they connected with Job Corps.

Don't Know/Declined to Answer and Washington State Department of Services for the Blind (DSB)

A total of 41 respondents (0.63%) indicated that they contacted an agency but did not know or declined to provide the name, and a total of 20 respondents (0.31%) indicated that they connected with Washington state DSB.

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 2023–24 academic year.

From the 2022–23 to 2023–24 academic years, the total number of special education leavers decreased by 8.15%, and the survey response rate decreased by 1.03%.

Any Engagement increased by 2.30 percentage points, or 3.33%. Higher Education, Other Education, and Other Employment rates increased while Competitive Employment decreased.

Among the 1,871 leavers statewide who were not engaged, 20.63% 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 (73.82% vs 50.36%).

Gender X-categorized respondents were engaged in Higher Education at a greater rate than Female- and 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 compared to Male and Female-categorized respondents.

Of the Disability Categories, respondents with Intellectual Disabilities, Other Disabilities, Autism, Emotional/Behavioral Disabilities, and Sensory disabilities were the groups with the lowest rates of engagement. Their rates of nonengagement exceed the statewide average of 28.70%.

Among Race/Ethnicity Categories, respondents who are Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black or African American, Multiracial, and Hispanic/Latino had the lowest rates of engagement, exceeding the state average of nonengagement.

Respondents with Not Limited English Proficiency had higher rates of Higher Education and Other Employment than respondents with Limited English Proficiency. Respondents with Limited English proficiency had higher rates of Competitive Employment and Other Education.

A total of 19.02% of survey respondents indicated that they connected with an adult service agency in the year after they exited high school. DVR and DDOS (formerly DDA) were the agencies with the highest number of connections (6.89% and 5.51% respectively).

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 an 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 aligned more closely with data from before the start of the pandemic.

However, for the FFY 2023 survey, overall engagement dropped to 69.00%, below the 69.93% engagement rate of FFY 2020, and the lowest engagement rate since 2013-14 (67.38%). FFY 2023 also had the highest number of special education leavers on record. While rates of Higher Education, Other Education, and Other Employment increased from FFY 2022 to FFY 2023, Competitive Employment dropped.

From FFY 2023 to FFY 2024, there was an increase in overall engagement for the first time in two years. Although Competitive Employment rates continued to decrease, reaching their lowest level since FFY 2012, Higher Education, Other Employment, and Other Education outcomes all increased.

The state-level data indicates that major shifts are still happening with postsecondary engagement for special education leavers post-COVID. Moving forward, CCTS will continue to partner with

Educational Service Districts (ESDs) to examine their data on a local level in hopes of better understanding these changes and how to respond.

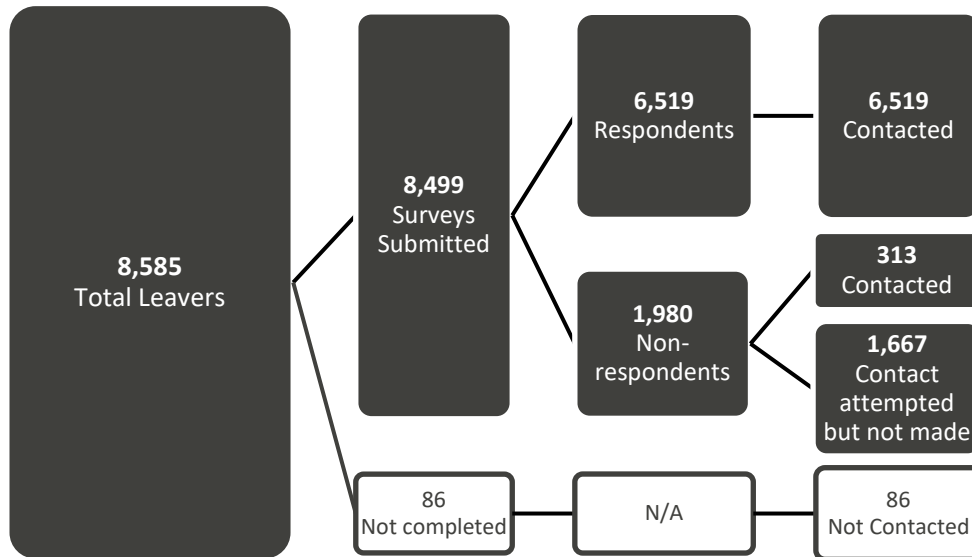
APPENDIX B: SURVEY POPULATION

A total of 8,585 youth were eligible for the survey because they were aged 16–21, permanently exited high school in the 2023–24 school year, and had an IEP in place at the time of exit. Among these 8,585 eligible youth, surveys were submitted for 8,499 leavers. Submitted surveys are separated into two categories: Respondents and Non-respondents (Figure 15).

A total of 6,519 Respondents were contacted for the survey and answered the survey questions. A total of 1,980 Non-respondents were contacted but did not answer the survey questions. Of the 1,980 Non-respondents, 313 were reached by phone but opted not to participate in the survey, and 1,667 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (15.35%), inability to reach after three attempts (65.25%), declined interview (15.81%), and other reasons (3.59%).

A total of 86 eligible leavers from 15 school districts were not contacted by school district personnel for the survey. Surveys for these youth were never started and/or not completed, 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 2026 survey.

Figure 15: Survey Population Detail



Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

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 2023–24 (Table 16).

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, Limited English Proficiency, and Dropped Out.

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. Table 16 shows that Washington state gathered representative data from all groups.

Table 16: NTACT:C Response Calculator – Representativeness

Respondent Group	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
Over-all	8,585	6,519	N/A	N/A	N/A
Specific Learning Disability	3,984	3,005	46.41%	46.10%	-0.31
Emotional/ Behavioral Disability	425	311	4.95%	4.77%	-0.18
Intellectual Disability	336	255	3.91%	3.91%	0.00
All Other Disabilities	3,840	2,948	44.73%	45.22%	0.49
Female	3,104	2,315	36.16%	35.51%	-0.64
Non-white Race/Ethnicity	4,355	3,278	50.73%	50.28%	-0.44
Limited English Proficiency	1,465	1,116	17.06%	17.12%	0.05
Dropped out	1,155	701	13.45%	10.75%	-2.70

Source: Center for Change in Transition Services, Seattle University (January 2026). *Indicator B14 Post-School Outcome Report, Washington state, 2023–24.*

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 fourth consecutive year data were also representative of students who dropped out. While representativeness among these former students decreased by 0.66 percentage points, or 32.35%, from FFY 2023 to FFY 2024 (-2.04% to -2.70), it is still within the threshold of $\pm 3\%$.

To increase the likelihood of representativeness among students who drop out, starting in FFY 2021 TSF2 users must provide a reason for deleting leavers from the data collection platform (e.g. student returned to school and is no longer considered a leaver). In FFY 2023, CCTS also added additional language to the platform to emphasize that students who drop out are considered leavers and should be surveyed. CCTS reviews all deleted leaver records, follows up with TSF2 users for further information as needed, and adds leaver surveys back to the system if they were deleted incorrectly.

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