



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Post-School Outcomes for Students with Disabilities

2021

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

Glenna Gallo

Assistant Superintendent of Special Education

Prepared by:

- **Cinda Johnson**, Ed.D., Principal Investigator
cinda@seattleu.edu | 206-296-5888
- **Elaine Marcinek**, Co-Principal Investigator & Director
marcinee@seattleu.edu | 206-296-5761

TABLE OF CONTENTS

Executive Summary	3
Introduction	4
Definitions.....	4
Process	5
Overview of Findings.....	10
Disaggregated Outcomes by Student Group.....	12
Post-School Outcomes by Exit Category	13
Post-School Outcomes by Gender Category	14
Post-School Outcomes by Disability Category.....	15
Post-School Outcomes by Race/Ethnicity Category.....	18
Post-School Outcomes by English Language Proficiency Category.....	21
Conclusion & Next Steps	23
Acknowledgments	23
Legal Notice	24

EXECUTIVE SUMMARY

The Education Research and Data Center (ERDC) at the Washington State 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 Revised Code of Washington (RCW) 28A.155.220.

The 2020 Post-School Survey was conducted with former students one year after they permanently exited high school and were receiving special education services at the time of exit. From June 1–November 1, 2020, survey responses were recorded for 77.1% of the 8,908 eligible former students. Results from the census survey of former students who left school in 2018–19 show the following changes from students who left in 2017–18:

- The overall engagement rate (the percentage of respondents participating in postsecondary education or training or employment in their first year after exiting high school) decreased from 74.7% to 72.1%.
- Higher Education: The percentage of respondents enrolled for at least one full term decreased by 1.0 percentage point.
- Other Postsecondary Education or Training: The percentage of respondents enrolled for at least one full term increased by 0.3 percentage points.
- Competitive Employment: The percentage of respondents employed decreased by 2.7 percentage points.
- Some Other Employment: The percentage of respondents employed increased by 0.8 percentage points.

Some of the data the Legislature requests 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.

INTRODUCTION

This report summarizes data for secondary students with an Individualized Education Program (IEP) who left high school during the 2018–19 school year. Data are collected one year after the student exits high school. From June 1–November 1, 2020, surveys were conducted with former students who were receiving special education services and left school in 2018–19. Survey data were collected and reported by all 265 school districts with high schools (253 districts and 12 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](#). Annually, OSPI must report on Washington state’s progress for each performance indicator as well as each school district’s progress for Indicators 1–14. Post-school outcome data are part of the application for federal Individuals with Disabilities Education Act (IDEA) Part B funds as a performance indicator. In addition, results of the Post-School Survey inform areas of programmatic improvement for OSPI and school districts to develop strategies and action plans that impact positive post-school outcomes for their students.

Definitions¹

Leavers

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

Respondents

Young adult leavers or their designated family members 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- or part-time basis in a community college (two-year institution/program) or college/university (four- or more year institution/program) for at least one complete term, at any time in the year since leaving high school.

Competitive Employment

Competitive Employment is a PSO category for leavers who worked for pay at or above the minimum wage in a setting with others without disabilities for a period of 20 hours a week or more

¹ 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>

for at least 90 days at any time in the year since leaving high school. This includes military employment.

Other Education/Training

Other Education/Training is a PSO category for leavers who enrolled in an educational or training program on a full- or part-time basis for at least one complete term at any time in the year since leaving high school (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a two-year program).

Other Employment

Other Employment is a PSO category for leavers who worked for pay or were self-employed for a period of at least 90 days at any time in the year since leaving high school. Unlike leavers who met reporting requirements for Competitive Employment, the Other Employment category includes leavers who may have worked for less than 20 hours per week and/or less than minimum wage. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Any Engagement

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

No Engagement

No Engagement (or Not Engaged) is a PSO category for leavers who are not counted in Higher Education, Competitive Employment, Other Education/Training, 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.

Process

Census Procedure

Post-school outcome data are collected annually using survey research methodology and a census method. From June 1–November 1, 2020, school district staff conducted phone calls to former students who permanently exited high school in the 2018–19 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 8,908 leavers.

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

Census Questions

The questions asked in the Post-School Survey are in accordance to the Indicator B14 Data Collection Protocol from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) which is funded by the U.S. Office of Special Education Programs (OSEP) within the U.S. Department of Education. 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, 2019, then the survey questions are about their activities from June 15, 2019–June 15, 2020.

The questions include:

- At any time in the year after leaving high school, did you have a job?
- 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 2018–19 was \$11.50–\$12.00 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?
- 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?

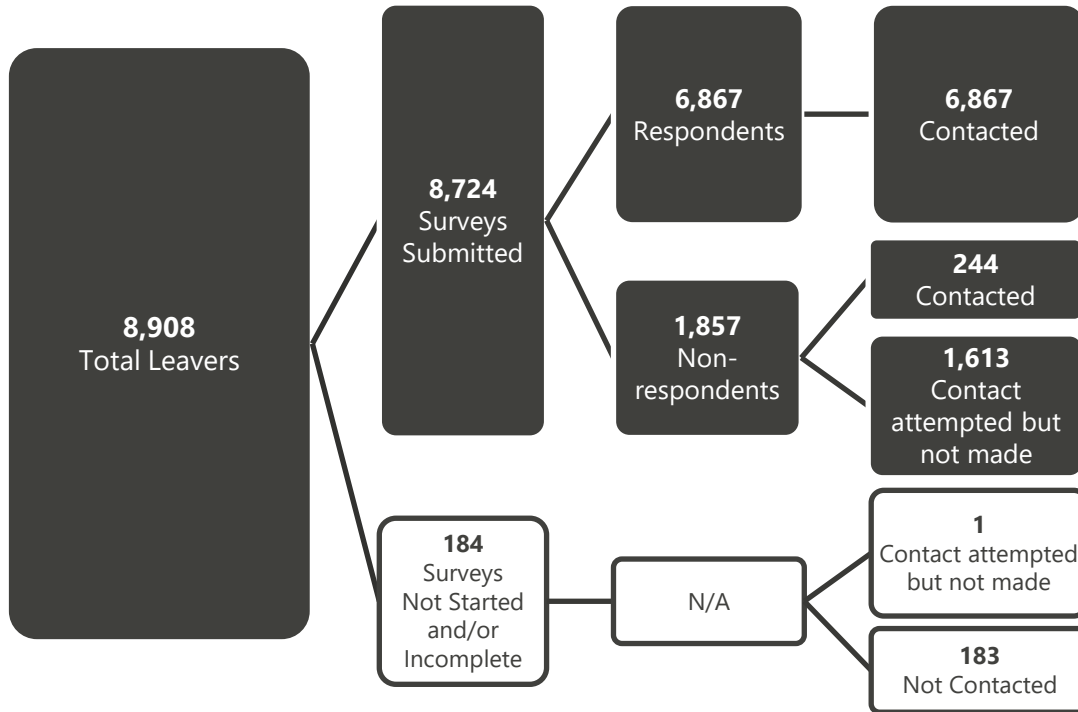
Survey Population

A total of 8,908 youth were eligible for the survey because they were ages 16–21, permanently exited high school in the 2018–19 school year, and had an IEP in place at the time of exit. Among these 8,908 eligible youth, surveys were submitted for 8,724 leavers. Submitted surveys are separated into two categories: Respondents and Non-respondents (Figure 1).

There were 6,867 Respondents who were contacted for the survey and answered the survey questions. There were 1,857 Non-respondents who were contacted but did not answer the survey questions. Of the 1,857 non-respondents, 244 were reached by phone but opted not to participate in the survey, and 1,613 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (18%), unable to reach after three attempts (66.1%), declined interview (13.1%), and other reasons (2.7%).

There were 184 surveys that were not started or were incomplete at the time the survey closed. These surveys are not included in the total count of Non-respondents.

Figure 1: Survey Population Detail



Response Rate

Contact was made with 7,111 leavers or their designated family members. The contact rate was 79.8% (7,111 divided by 8,908). Interviews were conducted with 6,867 respondents. The response rate was 77.1% (6,867 divided by 8,908).

Figure 2: Contact Rate Calculation



Figure 3: Response Rate Calculation



Representativeness

The National Technical Assistance Center on Transition (NTACT:C) Response Calculator was used to measure the representativeness of the respondent group. Calculations were made on the characteristics of disability type, race/ethnicity, gender, and exit status to determine whether the leavers who responded to the interviews were similar, or different from, the total population of young adults with an IEP who exited school in 2018–19 (see Table 1).

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 and asterisk are used to indicate a difference exceeding the $\pm 3\%$ interval.

As seen in Table 1, Washington state was able to gather data from a representative group, meeting the recommendations provided by NTACT:C for all groups except leavers who didn't receive a diploma (dropped out of school). These students continue to be under-represented in the current response group (-5.21%).

Table 1: NTACT:C Response Calculator

	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
Overall	8,908	6,867	N/A	N/A	N/A
Specific Learning Disability	4,112	3,162	46.16%	46.05%	-0.11%
Emotional/Behavioral Disability	479	297	5.38%	4.33%	-1.05%
Intellectual Disability	491	387	5.51%	5.64%	0.12%
All Other Disabilities	3,826	3,021	42.95%	43.99%	1.04%
Female	3,156	2,468	35.43%	35.94%	0.51%
Student of Color	4,033	3,083	45.27%	44.90%	-0.38%
English Learner	1,052	807	11.81%	11.75%	-0.06%
Didn't Receive a Diploma	1,824	1,048	20.48%	15.26%	-5.21*%

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

Selection Bias

Post-school outcome data collection shows representativeness in areas of disability, gender, and ethnicity. However, students who leave school without graduating continue to be under-represented in the response group (-5.21% for 2018–19 leavers and -5.61% for 2017–18 leavers).

The slight increase in representativeness from 2017–18 to 2018–19 may be due to improved training and user permissions in the Transition Systemic Framework 2.0 (TSF2) data collection platform. Historically, students who left school without graduating are more difficult to contact, and as a result, are often mistakenly deleted from the TSF2 system. CCTS included additional emphasis in 2020 Post-School Survey trainings that students who dropped out are considered leavers and must be included in the survey. New security permissions were also added to the TSF2 that decreased the number of users with access to delete students from the system.

OVERVIEW OF FINDINGS

A total of 6,867 Washington state leavers from the 2018–19 school year responded to the 2020 Post-School Survey. Among those leavers, 19.5% were enrolled in Higher Education for at least one full term and 4.3% were enrolled in Some Other Education. Compared to 2017–18 leavers, this is a decrease of 1.0 percentage points and an increase of 0.3 percentage points, respectively. Higher Education includes any two- or four-year college or university, and Some Other Education includes certificate programs, Job Corps, and apprenticeships and other short-term training programs.

In terms of postsecondary employment, 33.5% of 2018–19 leavers met reporting requirements for Competitive Employment, and 14.8% met requirements for Other Employment. Compared to 2017–18 leavers, this is a decrease of 2.7 percentage points and an increase of 0.8 percentage points, respectively. Competitive Employment involves working in an environment with nondisabled peers for at least 20 hours per week, at minimum (or above) wage, and for at least 90 days since permanently exiting high school. Some Other Employment includes leavers who worked for at least 90 days since leaving high school and may have worked for less than 20 hours per week and/or less than minimum wage.

Overall post-school engagement for 2018–19 leavers is 72.1%. This is a decrease of 2.6 percentage points from 2017–18.

State Performance Plan #14 Measurements Summary

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

14A: 19.5% of respondent leavers were enrolled in higher education within one year of leaving high school.

14B: 53% of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school.

14C: 72.1% of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Not Engaged

As shown in Figure 4 and Table 2, 1,918 (27.9%) of youth who responded to the survey were categorized under No Engagement. Those students were disaggregated in two categories for deeper examination: 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 2).

Table 2: Disaggregated Counts for Respondents in the No Engagement Post-school Outcome Category

No Engagement	Respondents
Youth who did not attempt education or employment	75% (1,434)
Youth who attempted engagement but did not meet reporting criteria	25% (484)
Total	100% (1,918)

Of the 1,918 Not Engaged youth, 1,434 had not enrolled in postsecondary education and/or had not worked within one year of graduation. However, 484 youth (nearly 25%) had 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 earned less than minimum wage
 - they worked for less than 20 hours a week
 - they worked fewer than 90 days
 - they worked in a sheltered employment environment

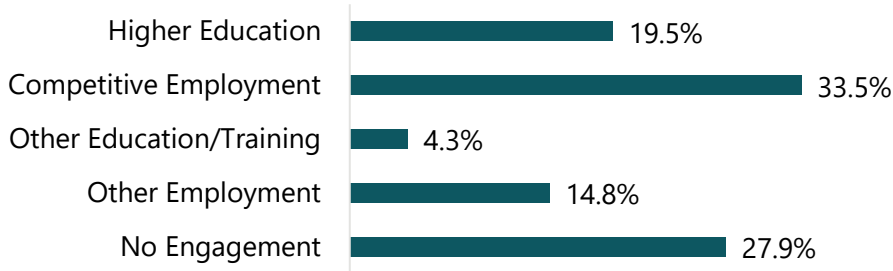
To summarize, more leavers attempted postsecondary education and employment than are reported in Measure 14C (Higher Education, plus Competitive Employment, Other Education, and Other Employment). However, these leavers did not enroll in school for long enough, work enough hours, and/or work in a competitive environment to be counted in one of the engagement outcomes.

Indicator B14 Post-School Outcome Data, Washington State 2018–19² Leavers

Figure 4 and Table 2 show the percentages of respondents in each of the five post-school outcome categories: Higher Education, Competitive Employment, Other Education/Training, Other Employment, and No Engagement.

Post-School Outcomes for All Respondents

Figure 4: Post-school Outcomes for 6,867 Respondents in Washington State



Respondent Sizes and Percentages

Table 3: Post-school Outcomes for All Respondents in Washington State

Total Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
100% (6,867)	19.5% (1,340)	33.5% (2,298)	4.3% (295)	14.8% (1,016)	27.9% (1,918)

² Center for Change in Transition Services, Seattle University (January 2021). *Indicator B14 Post-School Outcome Report, Washington state, 2018–2019.*

DISAGGREGATED OUTCOMES BY STUDENT GROUP

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

Post-School Outcomes by Exit Category

Engagement Rates

Figure 5: Percentage of Respondents by Exit Category Who Met Reporting Criteria for Higher Education, Competitive Employment, Other Education, or Other Employment

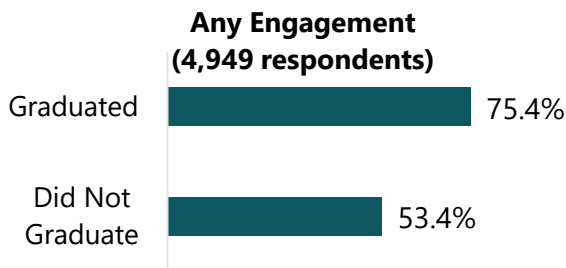
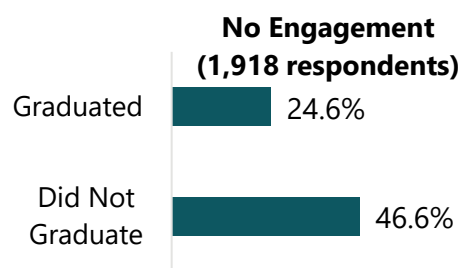


Figure 6: Percentage of Respondents by Exit Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes



Respondent Sizes and Percentages

Table 2: Post-school Outcomes for All Respondents (Resp’ts) by Exit Category

Exit Category	Resp’ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	84.7% (5,819)	22.5%	34.3%	3.6%	15.0%	24.6%
Did Not Graduate	15.3% (1,048)	3.1%	28.9%	7.9%	13.5%	46.6%
Total	100% (6,867)	19.5%	33.5%	4.3%	14.8%	27.9%

Summary

Figures 5–6 and Table 4 show the state’s postsecondary engagement for respondents by their exit status. Nearly 85% of respondents were categorized as Graduated because they left high school with a diploma. Approximately 15.3% of respondents were categorized as Did Not Graduate. These are students who aged out or were expected to return and did not.

Approximately 75% of Graduated respondents met reporting requirements for Any Engagement. Competitive Employment was the most reported engagement outcome (34.3%), and Other Education was the least reported (3.6%).

Conversely, only 53.4% of the respondents who Did Not Graduate met reporting requirements for Any Engagement. Competitive Employment was also the most reported among this population (28.9%). Higher Education was least reported (3.1%).

The Other Education rate is twice as high for students who Did Not Graduate (7.9%) compared to students who Graduated (3.6%). Other Employment is similar for both populations of respondents (15% for those who Graduated, 13.5% for those who Did Not Graduate).

Post-School Outcomes by Gender Category

Engagement Rates

Figure 7: Percentage of Respondents by Gender Category Who Met Reporting Criteria for Higher Education, Competitive Employment, Other Education, or Other Employment

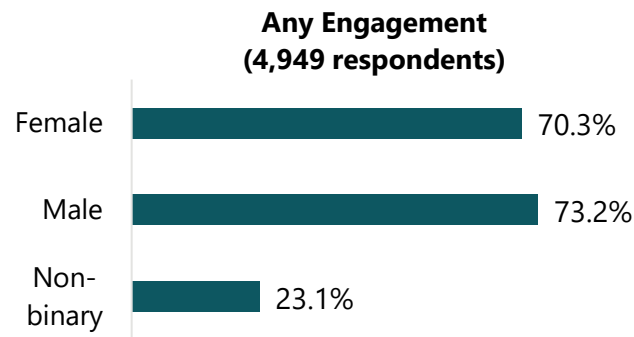
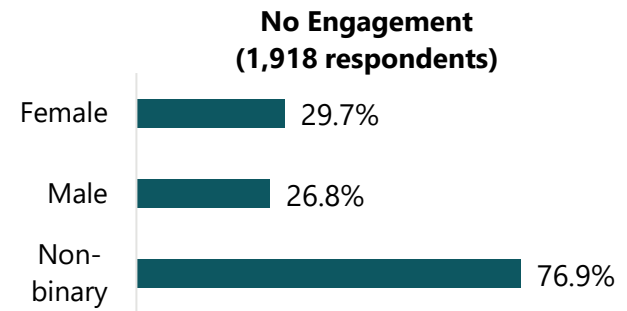


Figure 8: Percentage of Respondents by Gender Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes



Respondent Sizes and Percentages

Table 3: Post-school Outcomes for All Respondents in Washington State by Gender Category

Gender Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Female	35.9% (2,468)	23.5%	28.0%	4.9%	13.9%	29.7%
Male	63.9% (4,386)	17.3%	36.7%	4.0%	15.3%	26.8%
Non-binary	0.2% (13)	0.0%	0.0%	0.0%	23.1%	76.9%
Total	100% (6,867)	19.5%	33.5%	4.3%	14.8%	27.9%

Summary

Figures 7–8 and Table 5 show the state’s postsecondary engagement for respondents by Gender Category. More than one-third of respondents are categorized as Female (35.9%), nearly two-thirds as Male (63.9%), and less than 1% are categorized as Non-binary (0.2%).

Among students categorized as Female, nearly 70.3% met reporting requirements for Any Engagement. Competitive Employment was the most reported engagement outcome (28.0%), followed by Higher Education (23.5%), Other Employment (13.9%), and Other Education (4.9%).

These numbers bear a similar resemblance to outcomes for students categorized as Male, with 73.2% of respondents meeting reporting requirements for Any Engagement. Competitive Employment was the most reported engagement outcome (36.7%), followed by Higher Education (17.3%), Other Employment (15.3%), and Other Education (4.0%). Despite having similar overall engagement rates, postsecondary enrollment in Higher Education was notably lower among Male students than Female students, and Competitive Employment was higher.

This is the first year that outcome data were recorded for Non-binary students. Due to the large difference in sample sizes, reliable comparisons cannot be drawn between students who are Non-binary and students who are Female or Male.

Post-School Outcomes by Disability Category

Engagement Rates

Figure 9: Percentage of Respondents by Disability Category Who Met Reporting Criteria for Higher Education, Competitive Employment, Other Education, or Other Employment

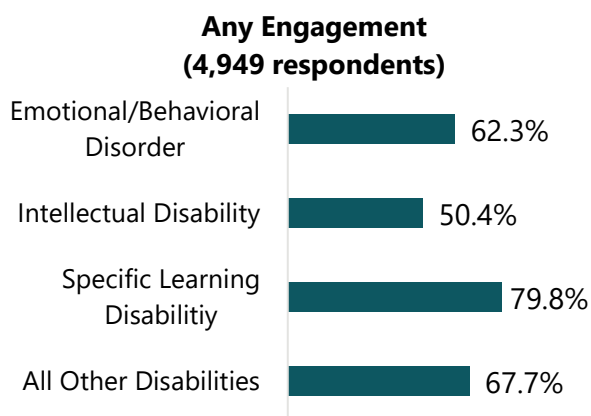
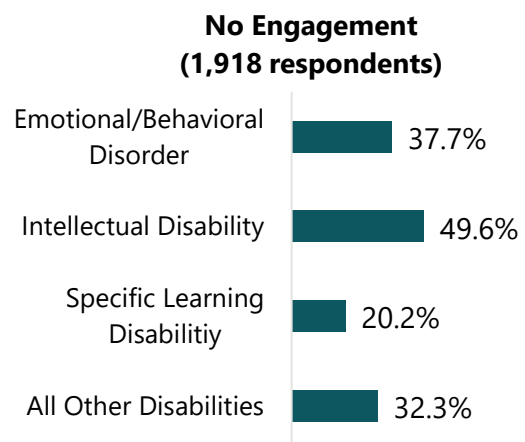


Figure 10: Percentage of Respondents by Disability Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes



Respondent Sizes and Percentages

Table 4: Post-school Outcomes for All Respondents in Washington State by Disability Category

Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Emotional/ Behavioral Disability	4.3% (297)	10.8%	32.3%	4.0%	15.2%	37.7%
Intellectual Disability	5.6% (387)	4.7%	17.3%	5.4%	23.0%	49.6%
Specific Learning Disability	46.1% (3,162)	21.1%	40.1%	3.2%	15.4%	20.2%
All Other Disabilities	44.0% (3,021)	20.6%	28.7%	5.3%	13.1%	32.3%
Total	100% (6,867)	19.5%	33.5%	4.3%	14.8%	27.9%

Table 5: Disaggregated Post-school Outcome Data for "All Other Disabilities" Category

All Other Disabilities	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Other Health Impairment	62.9% (1,901)	19.3%	35.6%	4.5%	13.4%	27.1%
Hearing, Visual, Deaf, Deaf-Blindness	2.2% (67)	32.8%	34.3%	7.5%	6.0%	19.4%
Autism	22.1% (669)	24.4%	16.7%	6.3%	13.3%	39.3%
Orthopedic, Multiple, Speech or Language Impairment, Traumatic Brain Injury	12.7% (384)	18.8%	14.1%	7.0%	12.5%	47.7%
Total	100% (3,021)	20.6%	28.7%	5.3%	13.1%	32.3%

Summary

Figures 9–10 and Tables 6–7 show the state’s postsecondary engagement for respondents by their Disability Category. There are 14 total disability categories, but the category of Developmentally Delayed ends at age 9. Leavers are identified in 1 of 13 categories, several of which have been combined in Table 6 to simplify reporting. Among the respondents, approximately 4.3% were categorized as having Emotional/Behavioral Disabilities (EBD, also referred to as Emotional Disturbance, or ED); 5.6% with Intellectual Disabilities (ID); 46.1% with Specific Learning Disabilities (SLD); and 44.0% under all Other Disabilities.

The All Other Disabilities category include respondents with Other Health Impairments; Sensory disabilities (Hearing, Visual, Deaf, Deaf-Blindness); Autism; and because of the small population sizes, Orthopedic, Multiple, Speech or Language Impairment, and Traumatic Brain Injuries are also combined into a single category in this table.

Nearly two-thirds of students with EBD met reporting requirements for Any Engagement. Competitive Employment was the most reported (32.3%), and Other Education was the least reported (4%). However, the most reported outcome category for this population overall was No Engagement (37.7%).

Approximately half of students with ID met reporting requirements for Any Engagement. Other Employment was the most reported (23%), and Higher Education was the least reported (4.7%). Again, the most reported outcome for this population overall was No Engagement (49.6%).

Students with SLD show very different outcome data. Representing the largest disability category, almost 80% of students with SLD met reporting requirements for one of the four engagement outcomes. Competitive Employment was the most reported (40.1%), followed by Higher Education (21.1%), Other Employment (15.4%), and Other Education (3.2%).

The data in the All Other Disabilities Category show very similar outcomes to the overall state data; however, a closer look at the disaggregated data show some differences among these groups. Although the smallest in population, Sensory Disabilities (Hearing, Visual, Deaf, Deaf-blindness) had the highest rates of engagement (80.6%) and were the most likely to go on to Higher Education (32.8%).

The combined disability categories of Orthopedic, Multiple, Speech or Language Impairment, and Traumatic Brain Injury had the lowest engagement rate (52.3%). However, the respondents in this category who were engaged were the most likely to go on to Higher Education (18.8%).

This trend closely aligns with students with Autism. Although their engagement rates were lower than other Disability categories (60.7%), the students who were engaged were most likely to continue to Higher Education (24.4%).

Post-School Outcomes by Race/Ethnicity Category

Engagement Rates

Figure 11: Percentage of Respondents by Race/Ethnicity Category Who Met Reporting Criteria for Higher Education, Competitive Employment, Other Education, or Other Employment

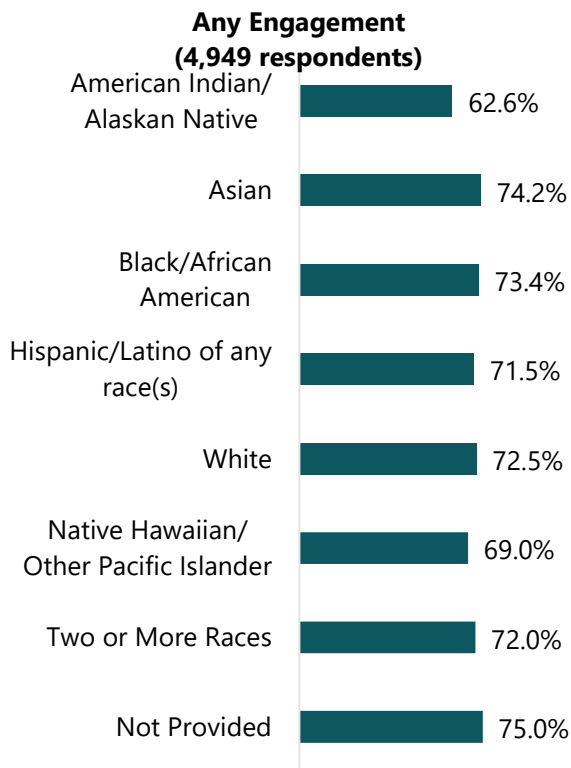
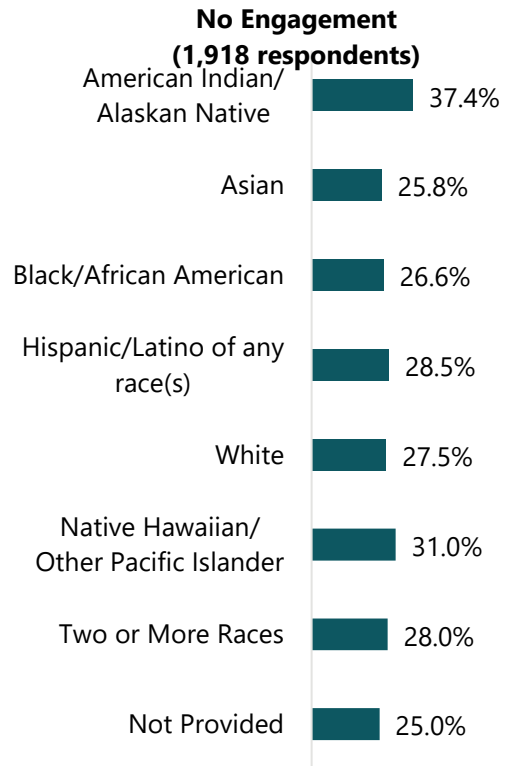


Figure 12: Percentage of Respondents by Race/Ethnicity Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes



Respondent Sizes and Percentages

Table 6: Post-school Outcomes for All Respondents in Washington State by Race/Ethnicity Category

Race/ Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
American Indian/ Alaskan Native	2.1% (147)	10.2%	34.7%	4.8%	12.9%	37.4%
Asian	2.9% (198)	43.4%	16.2%	3.0%	11.6%	25.8%
Black/ African American	6.3% (432)	23.8%	28.0%	4.9%	16.7%	26.6%
Hispanic/ Latino of any race(s)	24.8% (1,704)	17.1%	37.4%	3.0%	14.0%	28.5%
White	55.1% (3,784)	19.2%	33.6%	4.9%	14.9%	27.5%
Native Hawaiian/ Other Pacific Islander	0.8% (58)	19.0%	27.6%	0.0%	22.4%	31.0%
Two or More Races	7.7% (532)	20.3%	30.6%	4.5%	16.5%	28.0%
Not Provided	0.2% (12)	0.0%	50.0%	16.7%	8.3%	25.0%
Total	100% (6,867)	19.5%	33.5%	4.3%	14.8%	27.9%

Summary

Figures 11–12 and Table 8 show the state’s postsecondary engagement for respondents by their Race/Ethnicity status. Among respondents, just over 55% are categorized as White and nearly 25% as Hispanic/Latino of any race(s). The remaining 20% of the respondents are categorized as Two or More Races (7.7%); Black/African American (6.3%); Asian (2.9%); American Indian/Alaskan Native (2.1%); Native Hawaiian/Other Pacific Islander (0.8%); and Not Provided (0.2%).

Approximately 72.5% of White respondents met reporting requirements for Any Engagement. Competitive Employment was the most reported (33.6%), and Other Education was the least reported (4.9%).

Similarly, approximately 71.5% of Hispanic/Latino of any race(s) respondents met reporting requirements for Any Engagement. Competitive Employment was the most reported (37.4%), and Other Education was the least reported (3.0%).

The Any Engagement rate for Two or More Races respondents was also similar to statewide totals (72.0%). Competitive Employment was the most reported (30.6%), and Other Education was the least reported (4.5%).

Black/African American respondents had the second highest rate of overall engagement (73.4%). While Competitive Employment was the most reported outcome (28.0%), Black/African American respondents had the second highest rate of Higher Education (23.8%), followed by Other Employment (also second highest rate, 16.7%).

Respondents categorized as Asian had the highest rate of Any Engagement (74.2%) and the highest rate for Higher Education (43.3%). Other Education was the least reported outcome category (3.0%) for this population.

Respondents categorized as American Indian/Alaskan Native had the lowest rate of Any Engagement (62.6%); however, they had the second highest rate of Competitive Employment (34.7%). Higher Education was the least reported outcome for this population (10.2%).

Native Hawaiian/Other Pacific Islander respondents had the second lowest rate of Any Engagement (69%). The most reported engagement outcome for these leavers was Competitive Employment (27.6%), and the least reported was Other Education (0.0%). The Higher Education rate (19%) is very close to the statewide total (19.5%).

Post-School Outcomes by English Language Proficiency Category

Engagement Rates

Figure 13: Percentage of Respondents by English Language Proficiency Category Who Met Reporting Criteria for Higher Education, Competitive Employment, Other Education, or Other Employment

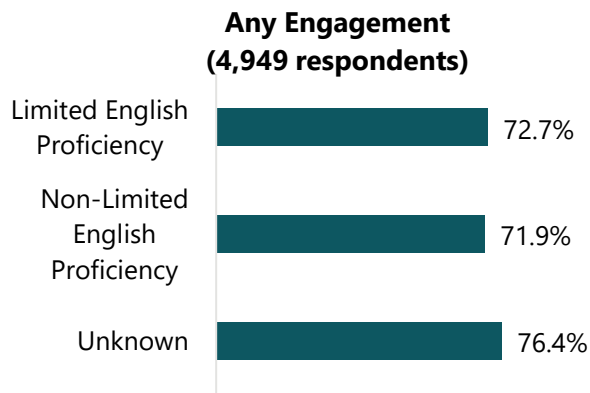
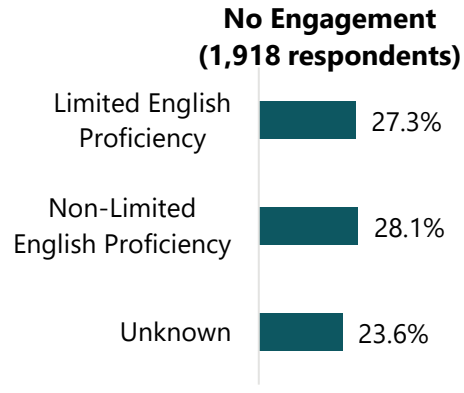


Figure 14: Percentage of Respondents by English Language Proficiency Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes



Respondent Sizes and Percentages

Table 7: Post-school Outcomes for All Respondents in Washington State by English Language Proficiency Category

English Language Proficiency Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Limited English Proficiency	11.8% (807)	17.6%	34.1%	3.6%	17.5%	27.3%
Non-Limited English Proficiency	87.4% (6,005)	19.9%	33.3%	4.3%	14.4%	28.1%
Unknown	0.8% (55)	9.1%	40.0%	10.9%	16.4%	23.6%
Total	100% (6,867)	19.5%	33.5%	4.3%	14.8%	27.9%

Summary

Figures 13–14 and Table 9 show the state’s postsecondary engagement for respondents by their English Language Proficiency status. Respondents with Limited English Proficiency (LEP) made up nearly 12% of respondents. Most of the surveyed respondents had Non-Limited English Proficiency (NLEP, 87.4%). Almost 1% of respondents had an unknown proficiency category.

For respondents with LEP, 72.7% met reporting requirements for Any Engagement. Competitive Employment was the most reported (34.1%), and Other Education was the least reported (3.6%).

These numbers align closely with respondents with NLEP, where 71.9% met reporting requirements for Any Engagement. Competitive Employment was the most reported (33.3%), and Other Education was the least reported (4.3%).

Although the numbers look similar, it’s worth noting the subtle differences in these populations. Postsecondary education rates (Higher Education and Other Education) were slightly higher among respondents with NLEP, and postsecondary employment rates (Competitive Employment and Other Employment) were slightly higher among respondents with LEP.

CONCLUSION & NEXT STEPS

This report provides analysis of data for secondary students who had Individualized Education Programs (IEPs) in place upon permanently exiting school during the 2018–19 academic year. When compared to 2017–18, Post-School Survey data indicate that these former student leavers are engaged at a lower rate in education and employment opportunities (72.1% compared to 74.7%). Within each of the four engagement categories, percentages of leavers have decreased slightly in the Higher Education and Competitive Employment categories, while increasing slightly in the other two categories (Other Education and Other Employment).

Engagement rates are higher among students who graduate high school. Former student leavers who left school without graduating are far less likely to meet the reporting requirements for engagement outcomes than their peers who graduated (46.6% vs. 24.6%).

Of the disability categories, leavers with Intellectual Disabilities (ID), Autism (AUT), and Multiple Disabilities are among the three most prevalent groups with the highest levels of non-engagement.

Female respondents were engaged at a greater rate than Male respondents in Higher Education (23.5% Female, 17.3% Male), but Competitively Employed at a much lower rate than Male respondents (28.0% Female compared to 36.7% Male). This was the first year collecting data for respondents who are categorized as Non-binary, and the sample size was too small to draw conclusions from it.

For those leavers who were not engaged, 25.2% of them attempted postsecondary education, training, or employment but were unable to meet the criteria established by the federal government to be counted as engaged.

It is important to note that the COVID-19 pandemic, beginning in March 2020, affected schools, students, and their post-school outcomes. The extent of the impact is uncertain. Survey data over the next two to three years will likely provide more insight.

For the 2021 Post-School Survey, the Center for Change in Transition Services (CCTS) will be working closely with school districts to ensure high response rates and increased representativeness of 2019–20 leavers. CCTS also plans to do a deeper analysis of outcome data through an equity lens to inform future technical assistance and training on transition services for youth with disabilities.

ACKNOWLEDGMENTS

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

LEGAL NOTICE



Except where otherwise noted, this work by the [Washington Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#). All logos and trademarks are property of their respective owners. Sections used under fair use doctrine (17 U.S.C. § 107) are marked.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at [OSPI Reports to the Legislature webpage](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 21-0038.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200