

**Executive Summary**

**Post-School Status Report**  
**1999 Special Education Graduates**

Prepared for

*Office of Superintendent of Public Instruction*  
*Special Education Section*

**May 2000**

The Center for Change in Transition Services  
College of Education  
University of Washington

## **Executive Summary**

### **Post-School Status Report of the 1999 Special Education Graduates**

This report concerns some 540 special education youth that graduated from high school in June 1999. The graduates are from 27 school districts from all regions of the state that serve 19% of all the special education students in the State. Although these districts were not randomly selected, we believe the results are close approximations for the entire state.

District staff collected the data in November and December 1999 (six months after graduation). The data were abstracted from district records for all 540 graduates and multiple attempts were made to contact all the graduates by telephone. Successful telephone contact was made with 386 (72%) of the total group of 540 graduates.

#### ***How many special education students graduated from these 27 districts?***

A total of **540** special education youth graduated from these districts. This represents **5%** of all the students who graduated from these 27 districts. Finding only 5% of the graduates to be special education students is indicative of the low special education graduation rate (since 12% of the total population is in special education we would expect close to 10% of the graduates to be in special education).

The graduates consisted of 354 males (66%) and 186 females (34%). Of these graduates, 85% were white and 15% were graduates of color. Males are over-represented in these figures but minority individuals are not.

The special education students predominantly graduated with diplomas (98%) as opposed to certificates.

#### **Graduates by disability category.**

Of the 456 respondents, 56% were labeled Learning Disabled, 21% the label of Health Impairments, 12% had the label of Mental Retardation, 4% Multiple Disabilities, 3% Serious Behavioral Disability, and 2% Hearing Impairments.

***What was the employment rate of the graduates?***

For this study employment was defined as working for pay, and 268 graduates (70%), reported they were employed. Of the 235 respondents who reported the number of hours worked, the mean number of hours worked per week was 32 hours. Of the 238 respondents who reported earnings information, the mean reported yearly earnings for this group was \$12,094.

Of special note is the uneven employment status of the graduates by disability category. For example, 79% of the youth labeled as learning disabled were employed as compared to 38% of those graduates with multiple disabilities or a serious behavioral disability.

A similar finding relates to the differential employment rates for men (73%) and women (64%) and whites (70%) and graduates of color (67%). White males and males of color hold the highest employment rates (73%), followed by white females (66%), and females of color (53%).

**Employment as part of the Transition Plan**

Of the 540 graduates, 283 (53%) had a transition goal of employment. This was equally found across genders and ethnic groups.

Of the 206 graduates who were interviewed who had employment as their transition goal, 69% were employed.

***How many of the graduates were attending some form of post-secondary education program?***

Overall 37% of the graduates were attending some form of post-secondary education program. University/4-year college, community/2 year college, and vocational/trade schools were the most likely to be attended.

Under a more restrictive definition, females attended post-secondary programs at a slightly higher rate than males (31% of females to 30% of males). Whites had a slightly higher attendance than graduates of color (31% compared to 26%).

### **Post-secondary education as part of the Transition Plan**

Of the total 540 graduates 340 (63%) had post-secondary education as a transition goal. This represents 67% of the females, 61% of males, 64% of graduates of color, and 63% of whites.

Of the 241 graduates who were interviewed who had post-secondary education as a transition goal, 92 (38%) were attending some form of post-secondary education program.

### ***How many of these students were productively engaged (working and/or attending some form of education)?***

Of the 386 graduates interviewed, 311 (81%) were either working and/or attending post-secondary education programs.

Of the male graduates, 83% were employed and/or attending post-secondary education programs as compared to 75% of the females, 82% of the white, and 73% of the graduates of color.

### ***How many of the graduates had planned contact with an Adult Agency on their transition plan?***

Of the 540 graduates, 293 (54%) had planned contact with an adult agency listed on their transition plan. Of the 293 graduates contacted for interviews who had such contacts listed on their transition plans, 34% reported actually meeting with a planned adult service agency after graduation.

***What was the satisfaction of the life status of the special education graduates?***

Of the 391 graduates contacted for the interview, 307 (79%) reported they were satisfied with their current life.

## **CONCLUSIONS**

These updated data provide a good starting point for the development of performance standards that districts can use to evaluate the effectiveness of their special education programs. Overall, many good things are happening to special education youth after they graduate from high school. However, there is much room for improvement.

- OSPI now has a two-year history of collecting data on the post-school status of the special education graduates. These services should be continued and more school districts encouraged to participate.
- The percentage of graduates who are employed (70%) is high.
- The percentage of graduates who are employed and/or attending some form of post-secondary education program (81%) is very high.
- The gap between male and female graduates and white graduates and graduates of color seem to be decreasing.

***Possible areas district staff might consider when reviewing these data include the following:***

- The low graduation rates continue to be a serious problem. Districts need to review the data concerning the number of special education students who are not completing high school.
- The low number of graduates with transition plans is very discouraging. Districts need to review the process used in formulating post-school goals for students in special education.
- Districts need to seriously reflect on discrepancies in outcomes between males and females, and between white and graduates of color.

- Districts need to carefully review their procedures for setting post-school employment goals for students. Programs need to be matched with those students who have employment goals.
- There appears to be an inflated number of transition goals associated with attendance at post-secondary programs. Staff should review the feasibility of such goals.
- For students with a goal of attending post-secondary education programs, districts need to align the secondary programs with this goal and develop better “hand-offs” to post-secondary programs. Districts should consider following graduates who enroll in post-secondary education programs in order to determine which students are successful and what barriers hinder graduates from being successful in these programs.
- All graduates need to be better connected to adult services for which they are eligible. One of the most disturbing findings of this study is the low rate of use of adult services by the special education graduates.

# **Post-School Status Report 1999 Special Education Graduates**

Prepared for

*Office of Superintendent of Public Instruction  
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**May 2000**

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College of Education  
University of Washington**

This report was written by: Pat Brown, Gene Edgar, Cinda Johnson, Stephanie Prince: Center for Change in Transition Services; Susan Hegeberg, Jennifer Masoodi: University of Washington; Teri Clifford, Puget Sound Educational Service District; Craig Parker, OSPI

## **Post-School Status Report of the 1999 Special Education Graduates**

This report on the post-school status of the 1999 special education graduates is a continuation of the study initiated in 1998 by the Center for Change in Transition Services in collaboration with the Office of the Superintendent of Public Instruction. The procedures used in developing this report were similar to those used in 1998. The 1999 report continues a data collection process established with the 1998 baseline report.<sup>1</sup> The purpose of this study is to expand the baseline of post-school placements of special education graduates for districts to use in developing goals for improving educational services for youth with disabilities.

This report concerns some 540 special education youth (from 27 districts) that graduated from high school in June 1999. These 27 districts represent 9% of all the districts that serve special education students, and 19% of all special education students in the state. Although these districts were not randomly selected, we believe these results are close approximations for the entire state.

### **METHODS**

#### ***How were these data collected?***

The questions addressed in this study were determined in 1998 by the members of the project advisory board (Eric Andreassen, Puyallup School District, Sandra Owen, Pullman School District, Teresa Clifford, Puget Sound ESD) and the project staff (Eugene Edgar, University of Washington, Jim Rich, OSPI). The data collection procedures consisted of a review of the transition portion of the students' IEP, and a telephone interview with either a graduate or a parent of the graduate. The questionnaire probed the current life status of the graduate as well as aspects of the graduate's transition plan. Staff from the participating local districts conducted the telephone interviews.

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<sup>1</sup> See "Biennial Performance Report for Part B," Fiscal Years 1997-1999, [www.k12.wa.us/SpecialEd/Publications/perfrpt.pdf](http://www.k12.wa.us/SpecialEd/Publications/perfrpt.pdf), p.12.

District staff collected the data in November and December 1999 (six months after graduation). These data were abstracted from district records for all 540 graduates, collected through telephone surveys. Multiple attempts were made to contact all the graduates by telephone. Successful contact was made with 386 (72%) of the total group of 540 graduates. Except for Traumatic Brain Injury (1 graduate) at least 50% of the graduates from each of the disability categories were contacted. A higher percent of males (72%) than females (70%) were contacted. White graduate contacts (73%) outnumbered graduates of color contacts (65%). The lowest contacted groups were males of color and females of color (65%) and the highest contacted were white males (74%). In general, those graduates who were contacted are probably more successful than those not contacted. *Note:* Some of the questions posed address all 540 graduates, while others only include the 386 who were contacted as part of the follow-up telephone calls. The results will be reported in terms of the total population of special education graduates and, at other times, results will be provided by gender, white versus students of color, and by the various disability categories. Data on all these subgroups are available and can be found in the appendix. Completed protocols were returned to Craig Parker, Research Analyst at OSPI, and entered into a statistical program for analysis.

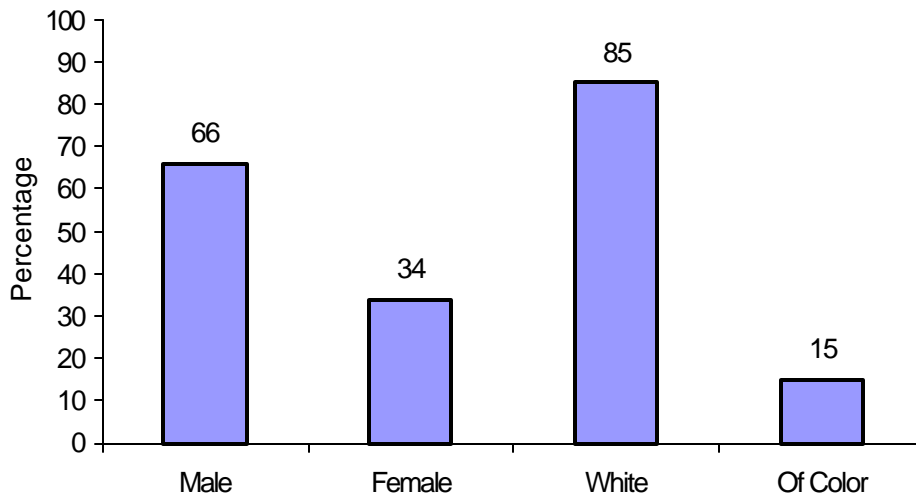
## RESULTS

### *How many special education students graduated from these 27 districts?*

A total of 540 special education youth graduated from these districts. This represents 5% of all the students who graduated from these 27 districts. Since 12% of the total population is in special education we would expect close to 10% of the high school graduates to be in special education. We believe this 5% discrepancy represents special education dropouts.

The graduates consisted of 354 males (66%) and 186 females (34%). Of these graduates, 85% were white and 15% were graduates of color. There were 297 white males (55%), 163 white females (30%), 57 males of color (11%), and 23 females of color (4%).

Figure 1: Special Education Graduates



Source: Office of Superintendent of Public Instruction, Special Education, May 2000

Males are generally over-represented in special education, and this is also true in this report. Typically, minority youth are also over-represented in special education. However, this does not appear to be the case with the graduates in this study. In the cooperating 27 districts the grade 12 school enrollment in the 1998-1999 school year was 78% white and 22% students of color, as compared to 85% white special education graduates and 15% special education graduates of color. We believe these data represent a higher drop out rate for the special education students of color.

The special education students predominantly graduated with diplomas (98%). Both males and females obtained diplomas at equal rates (99% for males, 97% for females). There were no differences for white special education students and students of color (98% to 97%). White males had the highest rate of graduation with diploma (99%), followed by males of color (98%), white females (97%), and females of color (94%).

**Table 1. Special Education Students, by Diploma, 27 School Districts, 1999**

		Frequency	Valid Percent
Diploma	Yes	447	98.0
	No	9	2.0
	Total	456	100.0
Missing	Unk	84	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Graduates by Disability Category.**

Of the 456 respondents, 56% were labeled Learning Disabled, 21% had the label of Health Impairments, 12% had the label of Mental Retardation, 4% Multiple Disabilities, 3% Serious Behavioral Disability, and 2% Hearing Impaired. The great majority of youth graduated with a diploma.

**Table 2. Special Education Students, by Disability Status, by Diploma, 27 School Districts, 1999**

			Diploma		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	13	1	14
		%	92.9%	7.1%	3.1%
	Orthopedic impairments	Count	4		4
		%	100.0%		.9%
	Health impairments	Count	93	1	94
		%	98.9%	1.1%	20.6%
	Specific learning disabilities	Count	253	3	256
		%	98.8%	1.2%	56.1%
	Mental retardation	Count	51	2	53
		%	96.2%	3.8%	11.6%
	Multiple disabilities	Count	15	2	17
		%	88.2%	11.8%	3.7%
	Deafness	Count	3		3
		%	100.0%		.7%
	Hearing impairments	Count	7		7
		%	100.0%		1.5%
	Visual impairments	Count	4		4
		%	100.0%		.9%
	Communication disorders	Count	3		3
		%	100.0%		.7%
	Autism	Count	1		1
		%	100.0%		.2%
Total		Count	447	9	456
		%	98.0%	2.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

***What was the employment rate of the graduates?***

For this study employment was defined as working for pay, and 268 graduates (70%) reported they were employed. Of those 235 respondents who reported the number of hours worked, the mean number of hours worked per week was 32 hours. Of those 238 respondents who reported earnings information, the mean reported yearly earnings were \$12,094.

**Table 3. Special Education Students, by Disability Status, by Employed, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	3	5	8
		%	37.5%	62.5%	2.1%
	Orthopedic impairments	Count	2		2
		%	100.0%		.5%
	Health impairments	Count	55	26	81
		%	67.9%	32.1%	21.1%
	Specific learning disabilities	Count	170	46	216
		%	78.7%	21.3%	56.3%
	Mental retardation	Count	23	22	45
		%	51.1%	48.9%	11.7%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.2%
	Deafness	Count	1	2	3
		%	33.3%	66.7%	.8%
	Hearing impairments	Count	5	1	6
		%	83.3%	16.7%	1.6%
	Visual impairments	Count	1	2	3
		%	33.3%	66.7%	.8%
	Communication disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
	Autism	Count		1	1
		%		100.0%	.3%
Total		Count	268	116	384
		%	69.8%	30.2%	100.0%

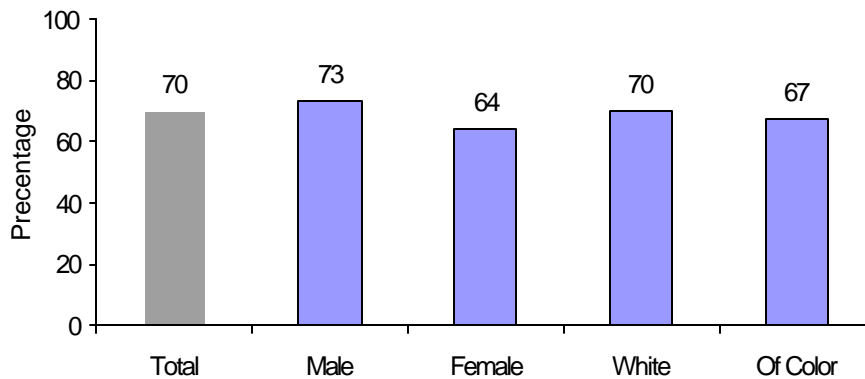
Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

Of special note is the uneven employment status of the graduates by disability category. For example, 79% of youth labeled as learning disabled were employed as compared to 38% of employed graduates with multiple disabilities. Since over 50% of the graduates are labeled learning disabled, and since this group of graduates has the highest employment rate, the overall employment rate is overly optimistic for the total special

education population. This finding needs to be kept in mind when discussing the favorable employment outcomes of special education youth.

A similar finding relates to the differential employment rates for men (73%) and women (64%), and whites (70%) and graduates of color (67%). White males and males of color hold the highest employment rates (73%), followed by white females (66%), and females of color (53%). These figures are an improvement over the 1998 graduates when the graduates of color were employed at much lower rates.

Figure 2: Employed

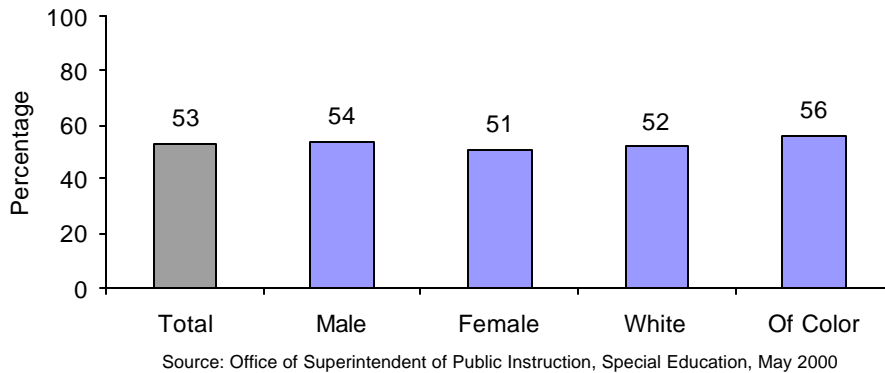


Source: Office of Superintendent of Public Instruction, Special Education, May 2000

### **Employment as part of the Transition Plan**

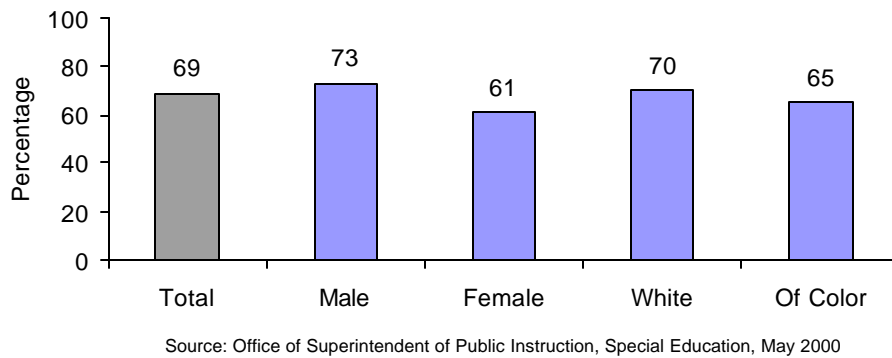
A major part of special education services has to do with the development, prior to graduation, of the transition portion of the students' IEP. The current federal law specifies that these transition plans need to be developed when the student is 14 years old and updated yearly. The transition plans include the post-high school goals for the student. Of the 540 graduates, 283 (53%) had a transition goal of employment. This is a significant decrease of 20 percentage points as compared to the 1998 graduates, and districts should be contacted and queried as to this decrease. The transition goal of employment is relatively equal across the demographic categories.

Figure 3: Employment as a Transition Goal



Of the 206 graduates who were interviewed with employment as their transition goal, 69% were employed. For the 67 females with employment as a transition goal, 61% were employed; for the 139 males with an employment goal, 73% were employed. For the 31 graduates of color with an employment goal, 65% were employed, as compared to 175 white graduates with an employment goal that had an employment rate of 70%. Upon further analysis, 74% of white males with employment as a goal were employed, as compared to 62% of white females, 68% for the males of color, and 56% of females of color. Having a transition goal of employment does not seem to increase the chances of employment. This is a disturbing finding and needs to be explored with district personnel.

Figure 4: Employment when Employment is Transition Goal



***How many of the graduates were attending some form of post-secondary education program?***

The definition of post-high school programs includes any type of formal education program. Using this definition, 37% of the graduates were attending some form of post-high school education program.

**Table 4. Special Education Students, by Attending Post-High School Programs, 27 School Districts, 1999**

		Frequency	Valid Percent
Attending	None	234	62.6
Post-Secondary Education Program	University/4-year college	12	3.2
	Community/2-year college	81	21.7
	Vocational/Trade school	19	5.1
	Job Corps	1	.3
	Other	27	7.2
	Total	374	100.0
Missing	Unknown	166	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

For this report only the first three categories ---University/4 year college, Community/2 year college, and Vocational/Trade School--- will be used to determine ‘post-secondary education programs’. Using this definition 30% of the graduates were attending such programs.

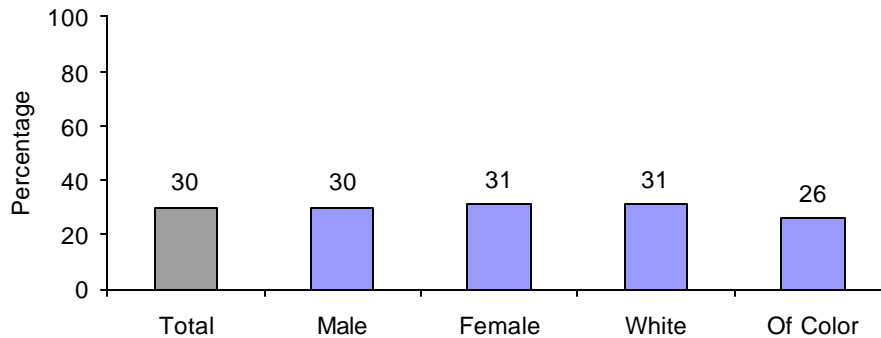
**Table 5. Special Education Students, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

		Frequency	Valid Percent
Attending	Yes	112	29.9
Post-Secondary Education Program	No	262	70.1
	Total	374	100.0
Missing	Unk	166	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

Females attended post-secondary programs at a slightly higher rate than males (31% of females to 30% of males). Whites had a slightly higher attendance rate than graduates of color (31% compared to 26%). White females and white males had attendance rates of 31%, females of color 29% and males of color 25%.

Figure 5: Attending Post-Secondary Education Programs

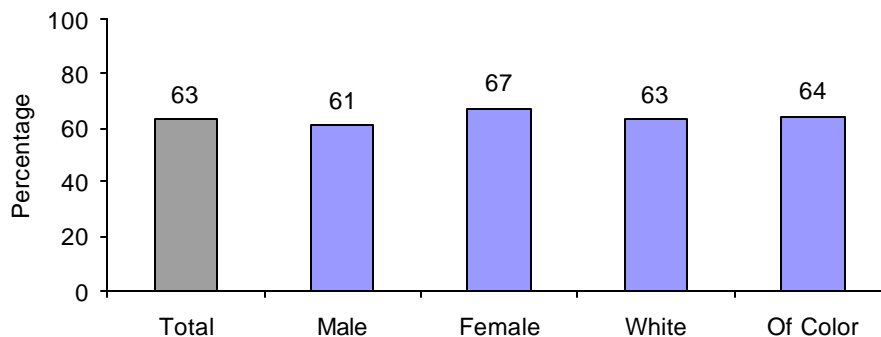


Source: Office of Superintendent of Public Instruction, Special Education, May 2000

### **Post-secondary education as part of the Transition Plan**

Of the total 540 graduates, 340 (63%) had post-secondary education as a transition goal. This represents 67% of the females, 61% of males, 64% of the graduates of color, and 63% of whites.

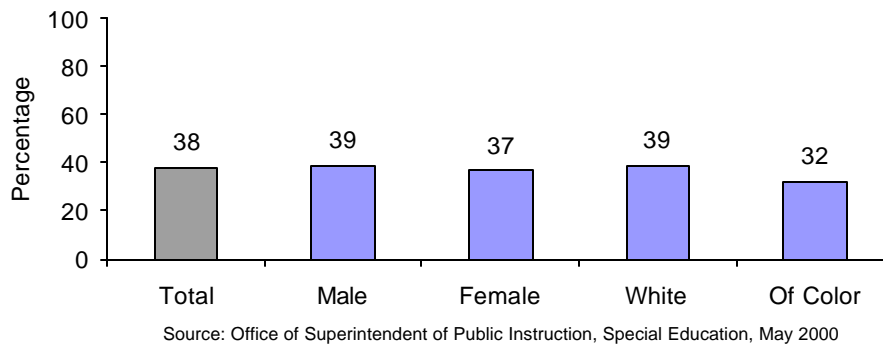
Figure 6: Post-Secondary Education as Transition Goal



Source: Office of Superintendent of Public Instruction, Special Education, May 2000

Of the 241 graduates who were interviewed with post-secondary education as a transition goal, 92 (38%) were attending a post-secondary education program in the following proportions: females 37%, males 39%, whites 39%, graduates of color 32%, white females 37%, white males 40%, females of color 33%, males of color 32%. While a higher percentage of females and graduates of color state post-secondary education as a transition goal, a lower percentage than the white males actually attend post-secondary programs.

Figure 7: Attending Post-Secondary Education when a Transition Goal



Regardless of having post-secondary education as a goal or not, few graduates are attending post-secondary education programs within six months of graduation from high school.

District staff need to mindfully set goals of attending post-secondary education programs for students likely to be successful in these programs. Currently it appears that many special education students who have the goal of attending post-secondary education programs do not enroll in these programs. District staff needs to review these data to determine if the students with post-secondary education as a goal are receiving appropriate programs and guidance while in high school.

*How many of these students were productively engaged (working and/or attending post-secondary education)?*

**Table 6. Special Education Students, by Disability Status, by Employed and/or Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	5	3	8
		%	62.5%	37.5%	2.1%
	Orthopedic impairments	Count	3		3
		%	100.0%		.8%
	Health impairments	Count	69	12	81
		%	85.2%	14.8%	21.0%
	Specific learning disabilities	Count	190	26	216
		%	88.0%	12.0%	56.0%
	Mental retardation	Count	25	21	46
		%	54.3%	45.7%	11.9%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.1%
	Deafness	Count	2	1	3
		%	66.7%	33.3%	.8%
	Hearing impairments	Count	5	1	6
		%	83.3%	16.7%	1.6%
	Visual impairments	Count	3		3
		%	100.0%		.8%
	Communication disorders	Count	3		3
		%	100.0%		.8%
	Autism	Count		1	1
		%		100.0%	.3%
Total		Count	311	75	386
		%	80.6%	19.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

Of the 386 graduates interviewed, 311 (81%) were either working and/or attending post-secondary education programs. This percentage indicates that 4 out of 5 special education graduates are productively engaged within six months after graduation from high school. This is the most powerful statistic to support the assertion that graduates from special education have productive post-school outcomes.

Of the male graduates, 83% were employed and/or attending post-secondary education programs as compared to 75% of the females, 82% of the white, and 73% of the graduates of color. For white males 84% were so engaged, white females 77%, males of color 78%, and females of color 60%. The lower rate for females of color is disturbing.

***How many of the graduates had planned contact with an adult agency on their transition plan?***

Of the 540 graduates, 293 (54%) had planned contact with an adult agency as listed on their transition plan. Of the 293 graduates contacted for interviews who had such contacts listed on their transition plans, 34% reported actually meeting with a planned adult service agency after graduation. For white females, 56% had planned contacts on their transition plan and 32% actually made such contacts after graduation. For females of color, 52% had a contact noted and 42% made such a contact. For males of color, 46% had a contact noted and 27% made contact. For white males, 55% had such a contact noted and 36% made such a contact.

**Table 7. Special Education Students, by Connected With at Least one Specified Adult Agency When Adult Agency Connection Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Connected With at Least One Specified Adult Agency	Yes	100	34.1
	No	193	65.9
	Total	293	100.0

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

Special education graduates are not taking advantage of adult services, even if these services are specified in their transition plans. District staff needs to review these data to determine what steps can be taken to increase the number of graduates who are taking advantage of adult services. This might mean forming better connections with the adult agencies prior to graduation.

***What was the degree of satisfaction of life status for the special education graduates?***

Of the 391 graduates contacted for the interview, 307 (79%) reported they were satisfied with their current life. Females of color had the highest satisfaction rating (81%), indicating “very or somewhat satisfied,” as compared to 80% for white females and males and 68% for males of color.

**Table 8. Special Education Students, by Satisfied with Their Life, 27 School Districts, 1999**

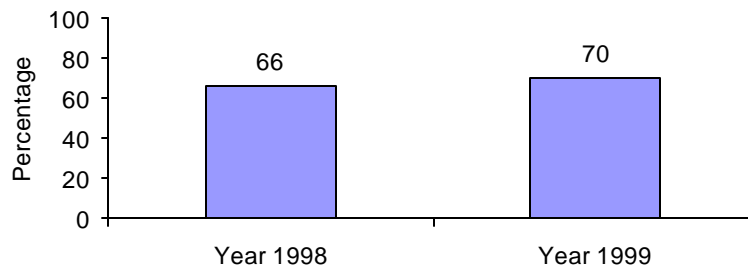
		Frequency	Valid Percent
Satisfied with Their Life	Very satisfied	171	43.7
	Somewhat satisfied	136	34.8
	Not very satisfied	61	15.6
	Not at all satisfied	23	5.9
	Total	391	100.0
Missing	Unknown/refused	149	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Comparisons between 1998 and 1999 Graduates**

The employment rates have improved slightly from the 1998 cohort to the 1999 cohort. Overall the employment rate is high and should be considered a positive indicator of success in special education.

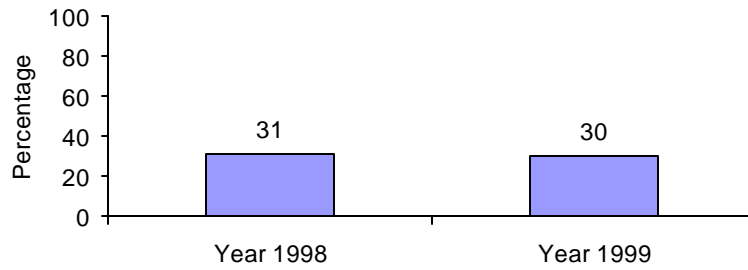
Figure 8: Employed



Source: Office of Superintendent of Public Instruction, Special Education, May 2000

The attendance rate in post-secondary education programs decreased slightly. The overall rate is low as compared to the non-disabled population. It may not be realistic to expect a much higher attendance rate.

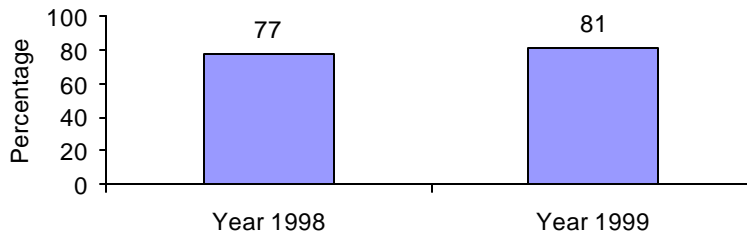
Figure 9: Attending Post-Secondary Education Program



Source: Office of Superintendent of Public Instruction, Special Education, May 2000

The overall engagement rate increased to 81%. This is a very encouraging finding.

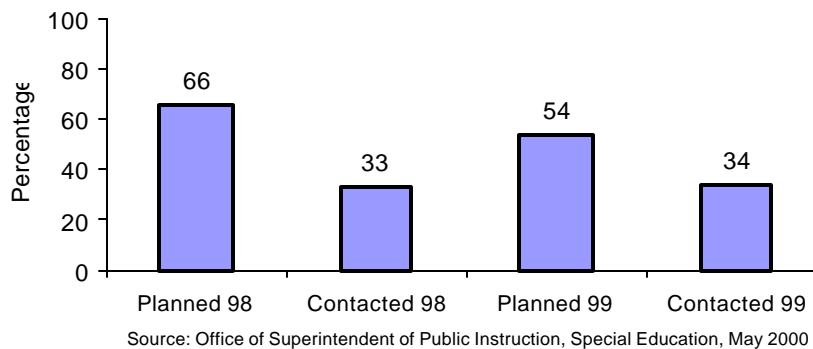
Figure 10: Employed and/or Attending Post-Secondary Education Program



Source: Office of Superintendent of Public Instruction, Special Education, May 2000

The percentage of students with recommended adult agency connections decreased by 12% points from the 66% rate for the 1998 cohort. This decrease is difficult to explain. The percentage of those students who made contact with adult agencies when a contact was listed on the transition plan remained constant at a low level. This is one major area that should be explored by district personnel.

Figure 11: Adult Agency Contact on Transition Plan and Percent who made Planned Contact



## CONCLUSIONS

These updated data provide a good starting point for the development of performance standards that districts can use to evaluate the effectiveness of their special education programs. Overall, many good things are happening to special education youth after they graduate from high school. However, there is much room for improvement.

- OSPI now has a two-year history of collecting data on the post-school status of the special education graduates. These services should be continued and more school districts encouraged to participate.
- The percentage of graduates who are employed (70%) is high.
- The percentage of graduates who are employed and/or attending some form of post-secondary education program (81%) is very high.
- The gap between male and female graduates and white graduates and graduates of color seem to be decreasing.

*Possible areas district staff might consider when reviewing these data include the following:*

- The low graduation (and subsequently high dropout) rates continue to be a serious problem. Districts need to review their data concerning the number of special education students who are not completing high school.
- The low number of graduates with transition plans is very discouraging. Districts need to review the process used in formulating post-school goals for students in special education.
- Districts need to seriously reflect on discrepancies in outcomes between males and females, and between white students and students of color.
- Districts need to carefully review their procedures for setting post-school employment goals for students. Programs need to be matched with those students who have employment goals.
- There appear to be an inflated number of transition goals associated with attendance at post-secondary programs. Staff should review the feasibility of such goals.
- For students with a goal of attending post-secondary education programs, districts need to align the secondary programs with this goal and develop better “hand-offs” to post-secondary programs. Districts should consider following graduates who enroll in post-secondary education programs in order to determine which students are successful and what barriers hinder graduates from being successful in these programs.
- All graduates need to be better connected to adult services for which they are eligible. One of the most disturbing findings of this study is the low rate of use of adult services by the special education graduates.

## **Appendices**

- Appendix A: Summary Data Tables**
- Appendix B: Instructions for Conducting the Follow-up Study**
- Appendix C: Follow-up Study Demographic Form**
- Appendix D: Follow-up Telephone Questionnaire**

## **Appendix A**

### **Summary Data Tables**

**Table A1. Special Education Students, by Diploma, 27 School Districts, 1999**

		Frequency	Valid Percent
Diploma	Yes	447	98.0
	No	9	2.0
	Total	456	100.0
Missing	Unk	84	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A2. Special Education Students, by Disability Status, by Diploma, 27 School Districts, 1999**

			Diploma		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	13	1	14
		%	92.9%	7.1%	3.1%
	Orthopedic impairments	Count	4		4
		%	100.0%		.9%
	Health impairments	Count	93	1	94
		%	98.9%	1.1%	20.6%
	Specific learning disabilities	Count	253	3	256
		%	98.8%	1.2%	56.1%
	Mental retardation	Count	51	2	53
		%	96.2%	3.8%	11.6%
	Multiple disabilities	Count	15	2	17
		%	88.2%	11.8%	3.7%
	Deafness	Count	3		3
		%	100.0%		.7%
	Hearing impairments	Count	7		7
		%	100.0%		1.5%
	Visual impairments	Count	4		4
		%	100.0%		.9%
	Communication disorders	Count	3		3
		%	100.0%		.7%
	Autism	Count	1		1
		%	100.0%		.2%
Total		Count	447	9	456
		%	98.0%	2.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A3. Special Education Students, by Gender, by Diploma, 27 School Districts, 1999**

			Diploma		Total
			Yes	No	
Gender	Female	Count	147	5	152
		%	96.7%	3.3%	33.3%
	Male	Count	300	4	304
		%	98.7%	1.3%	66.7%
Total		Count	447	9	456
		%	98.0%	2.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A4. Special Education Students, by Race/Ethnicity, by Diploma, 27 School Districts, 1999**

			Diploma		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	61	2	63
		%	96.8%	3.2%	13.8%
	White	Count	386	7	393
		%	98.2%	1.8%	86.2%
Total		Count	447	9	456
		%	98.0%	2.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A5. Special Education Students, by Interview Completed, 27 School Districts, 1999**

		Frequency	Valid Percent
Interview Completed	Yes	386	71.5
	No	154	28.5
Total		540	100.0

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A6. Special Education Students, by Disability Status, by Interview Completed, 27 School Districts, 1999**

			Interview Completed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	9	9	18
		%	50.0%	50.0%	3.3%
	Orthopedic impairments	Count	4		4
		%	100.0%		.7%
	Health impairments	Count	82	30	112
		%	73.2%	26.8%	20.7%
	Specific learning disabilities	Count	213	92	305
		%	69.8%	30.2%	56.5%
	Mental retardation	Count	46	14	60
		%	76.7%	23.3%	11.1%
	Multiple disabilities	Count	16	4	20
		%	80.0%	20.0%	3.7%
	Deafness	Count	3		3
		%	100.0%		.6%
	Hearing impairments	Count	6	2	8
		%	75.0%	25.0%	1.5%
	Visual impairments	Count	3	1	4
		%	75.0%	25.0%	.7%
	Communication disorders	Count	3	1	4
		%	75.0%	25.0%	.7%
	Autism	Count	1		1
		%	100.0%		.2%
	Traumatic brain injury	Count		1	1
		%		100.0%	.2%
Total		Count	386	154	540
		%	71.5%	28.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A7. Special Education Students, by Gender, by Interview Completed, 27 School Districts, 1999**

			Interview Completed		Total
			Yes	No	
Gender	Female	Count	130	56	186
		%	69.9%	30.1%	34.4%
	Male	Count	256	98	354
		%	72.3%	27.7%	65.6%
Total		Count	386	154	540
		%	71.5%	28.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A8. Special Education Students, by Race/Ethnicity, by Interview Completed, 27 School Districts, 1999**

			Interview Completed		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	52	28	80
		%	65.0%	35.0%	14.8%
	White	Count	334	126	460
		%	72.6%	27.4%	85.2%
Total	Count		386	154	540
	%		71.5%	28.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A9. Special Education Students, Special Education Graduates/All Graduates, 27 School Districts, 1999**

		Frequency	Valid Percent
School District	Spokane	91 / 1,830	5.0
	Lake Washington	70 / 1,492	4.7
	Highline	65 / 863	7.5
	Federal Way	61 / 1,117	5.5
	Edmonds	51 / 1,111	4.6
	Kennewick	31 / 807	3.8
	East Valley	19 / 296	6.4
	White River	18 / 230	7.8
	Pasco	15 / 364	4.1
	Walla Walla	15 / 371	4.0
	Eastmont	13 / 330	3.9
	Bainbridge Island	11 / 221	5.0
	Nine Mile Falls	9 / 105	8.6
	Sedro-Woolley	9 / 235	3.8
	Steilacoom Historical	8 / 94	8.5
	Ellensburg	7 / 198	3.5
	Kelso	7 / 279	2.5
	Lake Chelan	6 / 89	6.7
	Wapato	6 / 106	5.7
	Lyle	5 / 26	19.2
	Mount Baker	5 / 109	4.6
	Cascade	5 / 118	4.2
	Omak	4 / 57	7.0
	Wahkiakum	3 / 39	7.7
	Kettle Falls	3 / 69	4.3
	White Salmon	2 / 75	2.7
	Pullman	1 / 135	.7
	<b>Total</b>	<b>540 / 10,766</b>	<b>5.0</b>

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A10. Special Education Students, by Employed, 27 School Districts, 1999**

		Frequency	Valid Percent
Employed	Yes	268	69.8
	No	116	30.2
	Total	384	100.0
Missing	Unk	156	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A11. Special Education Students, by Disability Status, by Employed, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	3	5	8
		%	37.5%	62.5%	2.1%
	Orthopedic impairments	Count	2		2
		%	100.0%		.5%
	Health impairments	Count	55	26	81
		%	67.9%	32.1%	21.1%
	Specific learning disabilities	Count	170	46	216
		%	78.7%	21.3%	56.3%
	Mental retardation	Count	23	22	45
		%	51.1%	48.9%	11.7%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.2%
	Deafness	Count	1	2	3
		%	33.3%	66.7%	.8%
	Hearing impairments	Count	5	1	6
		%	83.3%	16.7%	1.6%
	Visual impairments	Count	1	2	3
		%	33.3%	66.7%	.8%
	Communication disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
	Autism	Count		1	1
		%		100.0%	.3%
Total		Count	268	116	384
		%	69.8%	30.2%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A12. Special Education Students, by Gender, by Employed, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Gender	Female	Count	84	47	131
		%	64.1%	35.9%	34.1%
	Male	Count	184	69	253
		%	72.7%	27.3%	65.9%
Total		Count	268	116	384
		%	69.8%	30.2%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A13. Special Education Students, by Race/Ethnicity, by Employed, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	35	17	52
		%	67.3%	32.7%	13.5%
	White	Count	233	99	332
		%	70.2%	29.8%	86.5%
Total		Count	268	116	384
		%	69.8%	30.2%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A14. Special Education Students, by Attending Post-High School Programs, 27 School Districts, 1999**

		Frequency	Valid Percent
Attending	None	234	62.6
Post-Secondary Education Program	University/4-year college	12	3.2
	Community/2-year college	81	21.7
	Vocational/Trade school	19	5.1
	Job Corps	1	.3
	Other	27	7.2
	Total	374	100.0
Missing	Unknown	166	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A15. Special Education Students, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

		Frequency	Valid Percent
Attending	Yes	112	29.9
Post-Secondary Education Program	No	262	70.1
	Total	374	100.0
Missing	Unk	166	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A16. Special Education Students, by Disability Status, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community/ 2-year college	Vocational/ Trade school	
Disability Status	Serious behavioral disability	Count		1	2	3
		%		33.3%	66.7%	2.7%
	Orthopedic impairments	Count		3		3
		%		100.0%		2.7%
	Health impairments	Count	5	24	4	33
		%	15.2%	72.7%	12.1%	29.5%
	Specific learning disabilities	Count	4	46	10	60
		%	6.7%	76.7%	16.7%	53.6%
	Mental retardation	Count		2	2	4
		%		50.0%	50.0%	3.6%
	Deafness	Count	1		1	2
		%	50.0%		50.0%	1.8%
Hearing impairments	Count		3		3	
	%		100.0%		2.7%	
Visual impairments	Count	2	1		3	
	%	66.7%	33.3%		2.7%	
Communication disorders	Count		1		1	
	%		100.0%		.9%	
Total	Count	12	81	19	112	
	%	10.7%	72.3%	17.0%	100.0%	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A17. Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Post-Secondary Attend		Total
			Yes	No	
Gender	Female	Count	39	89	128
		%	30.5%	69.5%	34.2%
	Male	Count	73	173	246
		%	29.7%	70.3%	65.8%
Total	Count	112	262	374	
	%	29.9%	70.1%	100.0%	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A17(a). Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community/ 2-year college	Vocational/ Trade school	
Gender	Female	Count	4	31	4	39
		%	10.3%	79.5%	10.3%	34.8%
	Male	Count	8	50	15	73
		%	11.0%	68.5%	20.5%	65.2%
Total		Count	12	81	19	112
		%	10.7%	72.3%	17.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A18. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	13	37	50
		%	26.0%	74.0%	13.4%
	White	Count	99	225	324
		%	30.6%	69.4%	86.6%
Total		Count	112	262	374
		%	29.9%	70.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A18(a). Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community/ 2-year college	Vocational/ Trade school	
Race/Ethnicity	Students of Color	Count		11	2	13
		%		84.6%	15.4%	11.6%
	White	Count	12	70	17	99
		%	12.1%	70.7%	17.2%	88.4%
Total		Count	12	81	19	112
		%	10.7%	72.3%	17.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A19. Special Education Students, by Employed and/or Attending Post-Secondary Education Programs, 27 School Districts, 1999**

		Frequency	Valid Percent
Employed and/or Attending Post-Secondary Education Programs	Yes	311	80.6
	No	75	19.4
	Total	386	100.0
Missing	Unk	154	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A20. Special Education Students, by Disability Status, by Employed and/or Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	5	3	8
		%	62.5%	37.5%	2.1%
	Orthopedic impairments	Count	3		3
		%	100.0%		.8%
	Health impairments	Count	69	12	81
		%	85.2%	14.8%	21.0%
	Specific learning disabilities	Count	190	26	216
		%	88.0%	12.0%	56.0%
	Mental retardation	Count	25	21	46
		%	54.3%	45.7%	11.9%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.1%
	Deafness	Count	2	1	3
		%	66.7%	33.3%	.8%
	Hearing impairments	Count	5	1	6
		%	83.3%	16.7%	1.6%
	Visual impairments	Count	3		3
		%	100.0%		.8%
	Communication disorders	Count	3		3
		%	100.0%		.8%
	Autism	Count		1	1
		%		100.0%	.3%
Total		Count	311	75	386
		%	80.6%	19.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A21. Special Education Students, by Gender, by Employed and/or Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Gender	Female	Count	100	33	133
		%	75.2%	24.8%	34.5%
	Male	Count	211	42	253
		%	83.4%	16.6%	65.5%
Total	Count		311	75	386
	%		80.6%	19.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A22. Special Education Students, by Race/Ethnicity, by Employed and/or Attending Post-Secondary Education Programs, 27 School Districts, 1999**

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	38	14	52
		%	73.1%	26.9%	13.5%
	White	Count	273	61	334
		%	81.7%	18.3%	86.5%
Total	Count		311	75	386
	%		80.6%	19.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A23. Special Education Students, by Employment Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Employment Stated as a Transition Goal	Yes	283	52.6
	No	255	47.4
Total		538	100.0
Missing	Unk	2	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A24. Special Education Students, by Disability Status, by Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed Stated as a Transition Goal		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	9	9	18
		%	50.0%	50.0%	3.3%
	Orthopedic impairments	Count	1	3	4
		%	25.0%	75.0%	.7%
	Health impairments	Count	50	62	112
		%	44.6%	55.4%	20.8%
	Specific learning disabilities	Count	172	132	304
		%	56.6%	43.4%	56.5%
	Mental retardation	Count	33	27	60
		%	55.0%	45.0%	11.2%
	Multiple disabilities	Count	11	9	20
		%	55.0%	45.0%	3.7%
	Deafness	Count	1	2	3
		%	33.3%	66.7%	.6%
	Hearing impairments	Count	2	6	8
		%	25.0%	75.0%	1.5%
	Visual impairments	Count	2	2	4
		%	50.0%	50.0%	.7%
	Communication disorders	Count	1	3	4
		%	25.0%	75.0%	.7%
	Autism	Count	1		1
		%	100.0%		.2%
Total		Count	283	255	538
		%	52.6%	47.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A25. Special Education Students, by Gender, by Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed Stated as a Transition Goal		Total
			Yes	No	
Gender	Female	Count	94	92	186
		%	50.5%	49.5%	34.6%
	Male	Count	189	163	352
		%	53.7%	46.3%	65.4%
Total		Count	283	255	538
		%	52.6%	47.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A26. Special Education Students, by Race/Ethnicity, by Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed Stated as a Transition Goal		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	45	35	80
		%	56.3%	43.8%	14.9%
	White	Count	238	220	458
		%	52.0%	48.0%	85.1%
Total		Count	283	255	538
		%	52.6%	47.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A27. Special Education Students, by Employed When Employment Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Employed	Yes	143	69.4
	No	63	30.6
	Total	206	100.0
Missing	Unk	77	
Total		283	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A28. Special Education Students, by Disability Status, by Employed When Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	1	3	4
		%	25.0%	75.0%	1.9%
	Health impairments	Count	25	11	36
		%	69.4%	30.6%	17.5%
	Specific learning disabilities	Count	100	23	123
		%	81.3%	18.7%	59.7%
	Mental retardation	Count	10	15	25
		%	40.0%	60.0%	12.1%
	Multiple disabilities	Count	4	7	11
		%	36.4%	63.6%	5.3%
	Deafness	Count	1		1
		%	100.0%		.5%
	Hearing impairments	Count	1	1	2
		%	50.0%	50.0%	1.0%
	Visual impairments	Count	1	1	2
		%	50.0%	50.0%	1.0%
	Communication disorders	Count		1	1
		%		100.0%	.5%
	Autism	Count		1	1
		%		100.0%	.5%
Total		Count	143	63	206
		%	69.4%	30.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A29. Special Education Students, by Gender, by Employed When Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Gender	Female	Count	41	26	67
		%	61.2%	38.8%	32.5%
	Male	Count	102	37	139
		%	73.4%	26.6%	67.5%
Total		Count	143	63	206
		%	69.4%	30.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A30. Special Education Students, by Race/Ethnicity, by Employed When Employment Stated as a Transition Goal, 27 School Districts, 1999**

			Employed		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	20	11	31
		%	64.5%	35.5%	15.0%
	White	Count	123	52	175
		%	70.3%	29.7%	85.0%
Total		Count	143	63	206
		%	69.4%	30.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A31. Special Education Students, by Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Post-Secondary Education Stated as a Transition Goal	Yes	340	63.1
	No	199	36.9
	Total	539	100.0
Missing	Unk	1	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A32. Special Education Students, by Disability Status, by Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	9	9	18
		%	50.0%	50.0%	3.3%
	Orthopedic impairments	Count	2	2	4
		%	50.0%	50.0%	.7%
	Health impairments	Count	69	43	112
		%	61.6%	38.4%	20.8%
	Specific learning disabilities	Count	217	87	304
		%	71.4%	28.6%	56.4%
	Mental retardation	Count	22	38	60
		%	36.7%	63.3%	11.1%
	Multiple disabilities	Count	8	12	20
		%	40.0%	60.0%	3.7%
	Deafness	Count	2	1	3
		%	66.7%	33.3%	.6%
	Hearing impairments	Count	5	3	8
		%	62.5%	37.5%	1.5%
	Visual impairments	Count	4		4
		%	100.0%		.7%
	Communication disorders	Count	2	2	4
		%	50.0%	50.0%	.7%
	Autism	Count		1	1
		%		100.0%	.2%
	Traumatic brain injury	Count		1	1
		%		100.0%	.2%
Total		Count	340	199	539
		%	63.1%	36.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A33. Special Education Students, by Gender, by Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Gender	Female	Count	125	61	186
		%	67.2%	32.8%	34.5%
	Male	Count	215	138	353
		%	60.9%	39.1%	65.5%
Total		Count	340	199	539
		%	63.1%	36.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A34. Special Education Students, by Race/Ethnicity, by Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	51	29	80
		%	63.8%	36.3%	14.8%
	White	Count	289	170	459
		%	63.0%	37.0%	85.2%
Total		Count	340	199	539
		%	63.1%	36.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A35. Special Education Students, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Attending	Yes	92	38.2
Post-Secondary Education Programs	No	149	61.8
	Total	241	100.0
Missing	Unk	99	
Total		340	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A36. Special Education Students, by Disability Status, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	1	2	3
		%	33.3%	66.7%	1.2%
	Orthopedic impairments	Count	2		2
		%	100.0%		.8%
	Health impairments	Count	27	27	54
		%	50.0%	50.0%	22.4%
	Specific learning disabilities	Count	53	97	150
		%	35.3%	64.7%	62.2%
	Mental retardation	Count	1	15	16
		%	6.3%	93.8%	6.6%
	Multiple disabilities	Count		5	5
		%		100.0%	2.1%
	Deafness	Count	1	1	2
		%	50.0%	50.0%	.8%
	Hearing impairments	Count	3	1	4
		%	75.0%	25.0%	1.7%
	Visual impairments	Count	3		3
		%	100.0%		1.2%
	Communication disorders	Count	1	1	2
		%	50.0%	50.0%	.8%
Total		Count	92	149	241
		%	38.2%	61.8%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A37. Special Education Students, by Gender, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Gender	Female	Count	32	55	87
		%	36.8%	63.2%	36.1%
	Male	Count	60	94	154
		%	39.0%	61.0%	63.9%
Total		Count	92	149	241
		%	38.2%	61.8%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A38. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 27 School Districts, 1999**

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Students of Color	Count	10	21	31
		%	32.3%	67.7%	12.9%
	White	Count	82	128	210
		%	39.0%	61.0%	87.1%
Total		Count	92	149	241
		%	38.2%	61.8%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A39. Special Education Students, by Adult Agency Connection Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Adult Agency Connection Stated as a Transition Goal	Yes	293	54.4
	No	246	45.6
	Total	539	100.0
Missing	Unk	1	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A40. Special Education Students, by Connected With at Least one Specified Adult Agency When Adult Agency Connection Stated as a Transition Goal, 27 School Districts, 1999**

		Frequency	Valid Percent
Connected With at Least One Specified Adult Agency	Yes	100	34.1
	No	193	65.9
	Total	293	100.0

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A41. Special Education Students, by Satisfied with Their Life, 27 School Districts, 1999**

		Frequency	Valid Percent
Satisfied with Their Life	Very satisfied	171	43.7
	Somewhat satisfied	136	34.8
	Not very satisfied	61	15.6
	Not at all satisfied	23	5.9
	Total	391	100.0
Missing	Unknown/refused	149	
Total		540	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A42. Females of Color, Diploma**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	69.6	94.1	94.1
	No	1	4.3	5.9	100.0
	Total	17	73.9	100.0	
Missing	Unk	6	26.1		
Total		23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A43. Males of Color, Diploma**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	78.9	97.8	97.8
	No	1	1.8	2.2	100.0
	Total	46	80.7	100.0	
Missing	Unk	11	19.3		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A44. White Females, Diploma**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	131	80.4	97.0	97.0
	No	4	2.5	3.0	100.0
	Total	135	82.8	100.0	
Missing	Unk	28	17.2		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A45. White Males, Diploma**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	255	85.9	98.8	98.8
	No	3	1.0	1.2	100.0
	Total	258	86.9	100.0	
Missing	Unk	39	13.1		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A46. Females of Color, Interview Completed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	65.2	65.2	65.2
	No	8	34.8	34.8	100.0
Total		23	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A47. Males of Color, Interview Completed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	37	64.9	64.9	64.9
No	20	35.1	35.1	100.0
Total	57	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A48. White Females, Interview Completed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	115	70.6	70.6	70.6
No	48	29.4	29.4	100.0
Total	163	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A49. White Males, Interview Completed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	219	73.7	73.7	73.7
No	78	26.3	26.3	100.0
Total	297	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A50. Females of Color, Service District**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Spokane	3	13.0	13.0	13.0
Highline	3	13.0	13.0	26.1
Federal Way	4	17.4	17.4	43.5
Edmonds	4	17.4	17.4	60.9
Kennewick	2	8.7	8.7	69.6
Pasco	2	8.7	8.7	78.3
Walla Walla	1	4.3	4.3	82.6
Sedro-Woolley	1	4.3	4.3	87.0
Steilacoom Historical	1	4.3	4.3	91.3
Wapato	1	4.3	4.3	95.7
Cascade	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A51. Males of Color, Service District**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Spokane	6	10.5	10.5	10.5
Lake Washington	8	14.0	14.0	24.6
Highline	12	21.1	21.1	45.6
Federal Way	8	14.0	14.0	59.6
Edmonds	7	12.3	12.3	71.9
Kennewick	1	1.8	1.8	73.7
Pasco	6	10.5	10.5	84.2
Walla Walla	1	1.8	1.8	86.0
Eastmont	1	1.8	1.8	87.7
Bainbridge Island	1	1.8	1.8	89.5
Lake Chelan	2	3.5	3.5	93.0
Wapato	2	3.5	3.5	96.5
Cascade	1	1.8	1.8	98.2
White Salmon	1	1.8	1.8	100.0
Total	57	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A52. White Females, Service District**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Spokane	35	21.5	21.5	21.5
Lake Washington	21	12.9	12.9	34.4
Highline	23	14.1	14.1	48.5
Federal Way	16	9.8	9.8	58.3
Edmonds	9	5.5	5.5	63.8
Kennewick	7	4.3	4.3	68.1
East Valley	7	4.3	4.3	72.4
White River	7	4.3	4.3	76.7
Pasco	3	1.8	1.8	78.5
Walla Walla	5	3.1	3.1	81.6
Eastmont	5	3.1	3.1	84.7
Bainbridge Island	1	.6	.6	85.3
Nine Mile Falls	2	1.2	1.2	86.5
Sedro-Woolley	3	1.8	1.8	88.3
Steilacoom Historical	2	1.2	1.2	89.6
Ellensburg	5	3.1	3.1	92.6
Kelso	2	1.2	1.2	93.9
Lake Chelan	3	1.8	1.8	95.7
Wapato	1	.6	.6	96.3
Lyle	1	.6	.6	96.9
Mount Baker	1	.6	.6	97.5
Cascade	1	.6	.6	98.2
Omak	2	1.2	1.2	99.4
Kettle Falls	1	.6	.6	100.0
Total	163	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A53. White Males, Service District**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Spokane	47	15.8	15.8	15.8
Lake Washington	41	13.8	13.8	29.6
Highline	27	9.1	9.1	38.7
Federal Way	33	11.1	11.1	49.8
Edmonds	31	10.4	10.4	60.3
Kennewick	21	7.1	7.1	67.3
East Valley	12	4.0	4.0	71.4
White River	11	3.7	3.7	75.1
Pasco	4	1.3	1.3	76.4
Walla Walla	8	2.7	2.7	79.1
Eastmont	7	2.4	2.4	81.5
Bainbridge Island	9	3.0	3.0	84.5
Nine Mile Falls	7	2.4	2.4	86.9
Sedro-Woolley	5	1.7	1.7	88.6
Steilacoom Historical	5	1.7	1.7	90.2
Ellensburg	2	.7	.7	90.9
Kelso	5	1.7	1.7	92.6
Lake Chelan	1	.3	.3	92.9
Wapato	2	.7	.7	93.6
Lyle	4	1.3	1.3	94.9
Mount Baker	4	1.3	1.3	96.3
Cascade	2	.7	.7	97.0
Omak	2	.7	.7	97.6
Wahkiakum	3	1.0	1.0	98.7
Kettle Falls	2	.7	.7	99.3
White Salmon	1	.3	.3	99.7
Pullman	1	.3	.3	100.0
Total	297	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A54. Females of Color, Employed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8	34.8	53.3	53.3
No	7	30.4	46.7	100.0
Total	15	65.2	100.0	
Missing Unk	8	34.8		
Total	23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A55. Males of Color, Employed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	47.4	73.0	73.0
	No	10	17.5	27.0	100.0
	Total	37	64.9	100.0	
Missing	Unk	20	35.1		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A56. White Females, Employed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	46.6	65.5	65.5
	No	40	24.5	34.5	100.0
	Total	116	71.2	100.0	
Missing	Unk	47	28.8		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A57. White Males, Employed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	157	52.9	72.7	72.7
	No	59	19.9	27.3	100.0
	Total	216	72.7	100.0	
Missing	Unk	81	27.3		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A58. Females of Color, Post-High School Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	9	39.1	64.3	64.3
	Community/2-year college	3	13.0	21.4	85.7
	Vocational/Trade school	1	4.3	7.1	92.9
	Other	1	4.3	7.1	100.0
	Total	14	60.9	100.0	
Missing	Unknown	9	39.1		
Total		23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A59. Males of Color, Post-High School Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	27	47.4	75.0	75.0
	Community/2-year college	8	14.0	22.2	97.2
	Vocational/Trade school	1	1.8	2.8	100.0
	Total	36	63.2	100.0	
Missing	Unknown	21	36.8		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A60. White Females, Post-High School Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	65	39.9	57.0	57.0
	University/4-year college	4	2.5	3.5	60.5
	Community/2-year college	28	17.2	24.6	85.1
	Vocational/Trade school	3	1.8	2.6	87.7
	Job Corps	1	.6	.9	88.6
	Other	13	8.0	11.4	100.0
	Total	114	69.9	100.0	
Missing	Unknown	49	30.1		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A61. White Males, Post-High School Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	133	44.8	63.3	63.3
	University/4-year college	8	2.7	3.8	67.1
	Community/2-year college	42	14.1	20.0	87.1
	Vocational/Trade school	14	4.7	6.7	93.8
	Other	13	4.4	6.2	100.0
	Total	210	70.7	100.0	
Missing	Unknown	87	29.3		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A62. Females of Color, Post-Secondary Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	17.4	28.6	28.6
	No	10	43.5	71.4	100.0
	Total	14	60.9	100.0	
Missing	Unk	9	39.1		
Total		23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A63. Males of Color, Post-Secondary Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	15.8	25.0	25.0
	No	27	47.4	75.0	100.0
	Total	36	63.2	100.0	
Missing	Unk	21	36.8		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A64. White Females, Post-Secondary Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	21.5	30.7	30.7
	No	79	48.5	69.3	100.0
	Total	114	69.9	100.0	
Missing	Unk	49	30.1		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A65. White Males, Post-Secondary Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	21.5	30.5	30.5
	No	146	49.2	69.5	100.0
	Total	210	70.7	100.0	
Missing	Unk	87	29.3		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A66. Females of Color, Employ and/or Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	39.1	60.0	60.0
	No	6	26.1	40.0	100.0
	Total	15	65.2	100.0	
Missing	Unk	8	34.8		
Total		23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A67. Males of Color, Employ and/or Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	50.9	78.4	78.4
	No	8	14.0	21.6	100.0
	Total	37	64.9	100.0	
Missing	Unk	20	35.1		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A68. White Females, Employ and/or Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	55.8	77.1	77.1
	No	27	16.6	22.9	100.0
	Total	118	72.4	100.0	
Missing	Unk	45	27.6		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A69. White Males, Employ and/or Attend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	182	61.3	84.3	84.3
	No	34	11.4	15.7	100.0
	Total	216	72.7	100.0	
Missing	Unk	81	27.3		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A70. Females of Color, Anticipate Employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	60.9	60.9	60.9
	No	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A71. Males of Color, Anticipate Employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	54.4	54.4	54.4
	No	26	45.6	45.6	100.0
	Total	57	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A72. White Females, Anticipate Employment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	80	49.1	49.1	49.1
No	83	50.9	50.9	100.0
Total	163	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A73. White Males, Anticipate Employment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	158	53.2	53.6	53.6
No	137	46.1	46.4	100.0
Total	295	99.3	100.0	
Missing Unk	2	.7		
Total	297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A74. Females of Color, Employed When Employment Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	35.7	55.6	55.6
No	4	28.6	44.4	100.0
Total	9	64.3	100.0	
Missing Unk	5	35.7		
Total	14	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A75. Males of Color, Employed When Employment Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	15	48.4	68.2	68.2
No	7	22.6	31.8	100.0
Total	22	71.0	100.0	
Missing Unk	9	29.0		
Total	31	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A76. White Females, Employed When Employment Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	45.0	62.1	62.1
	No	22	27.5	37.9	100.0
	Total	58	72.5	100.0	
Missing	Unk	22	27.5		
Total		80	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A77. White Males, Employed When Employment Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	55.1	74.4	74.4
	No	30	19.0	25.6	100.0
	Total	117	74.1	100.0	
Missing	Unk	41	25.9		
Total		158	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A78. Females of Color, Post-Secondary as Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	69.6	69.6	69.6
	No	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A79. Males of Color, Post-Secondary as Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	61.4	61.4	61.4
	No	22	38.6	38.6	100.0
	Total	57	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A80. White Females, Post-Secondary as Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	109	66.9	66.9	66.9
	No	54	33.1	33.1	100.0
	Total	163	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A81. White Males, Post-Secondary as Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	180	60.6	60.8	60.8
	No	116	39.1	39.2	100.0
	Total	296	99.7	100.0	
Missing	Unk	1	.3		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A82. Females of Color, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	33.3	33.3
	No	6	37.5	66.7	100.0
	Total	9	56.3	100.0	
Missing	Unk	7	43.8		
Total		16	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A83. Males of Color, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	20.0	31.8	31.8
	No	15	42.9	68.2	100.0
	Total	22	62.9	100.0	
Missing	Unk	13	37.1		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A84. White Females, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	26.6	37.2	37.2
	No	49	45.0	62.8	100.0
	Total	78	71.6	100.0	
Missing	Unk	31	28.4		
Total		109	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A85. White Males, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	29.4	40.2	40.2
	No	79	43.9	59.8	100.0
	Total	132	73.3	100.0	
Missing	Unk	48	26.7		
Total		180	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A86. Females of Color, Adult Agency Specified on Transition Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	12	52.2	52.2	52.2
No	11	47.8	47.8	100.0
Total	23	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A87. Males of Color, Adult Agency Specified on Transition Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	26	45.6	45.6	45.6
No	31	54.4	54.4	100.0
Total	57	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A88. White Females, Adult Agency Specified on Transition Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	91	55.8	55.8	55.8
No	72	44.2	44.2	100.0
Total	163	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A89. White Males, Adult Agency Specified on Transition Plan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	164	55.2	55.4	55.4
No	132	44.4	44.6	100.0
Total	296	99.7	100.0	
Missing Unk	1	.3		
Total	297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A90. Females of Color, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	41.7	41.7	41.7
No	7	58.3	58.3	100.0
Total	12	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A91. Males of Color, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7	26.9	26.9	26.9
No	19	73.1	73.1	100.0
Total	26	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A92. White Females, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	29	31.9	31.9	31.9
No	62	68.1	68.1	100.0
Total	91	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A93. White Males, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	59	36.0	36.0	36.0
No	105	64.0	64.0	100.0
Total	164	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A94. Females of Color, Satisfaction with Life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	5	21.7	31.3	31.3
	Somewhat satisfied	8	34.8	50.0	81.3
	Not very satisfied	2	8.7	12.5	93.8
	Not at all satisfied	1	4.3	6.3	100.0
	Total	16	69.6	100.0	
Missing	Unknown/refused	7	30.4		
Total		23	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A95. Males of Color, Satisfaction with Life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	14	24.6	35.0	35.0
	Somewhat satisfied	13	22.8	32.5	67.5
	Not very satisfied	11	19.3	27.5	95.0
	Not at all satisfied	2	3.5	5.0	100.0
	Total	40	70.2	100.0	
Missing	Unknown/refused	17	29.8		
Total		57	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A96. White Females, Satisfaction with Life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	54	33.1	47.0	47.0
	Somewhat satisfied	38	23.3	33.0	80.0
	Not very satisfied	16	9.8	13.9	93.9
	Not at all satisfied	7	4.3	6.1	100.0
	Total	115	70.6	100.0	
Missing	Unknown/refused	48	29.4		
Total		163	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

**Table A97. White Males, Satisfaction with Life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	98	33.0	44.5	44.5
	Somewhat satisfied	77	25.9	35.0	79.5
	Not very satisfied	32	10.8	14.5	94.1
	Not at all satisfied	13	4.4	5.9	100.0
	Total	220	74.1	100.0	
Missing	Unknown/refused	77	25.9		
Total		297	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, May 2000.

## **Appendix B**

### **Instructions for Conducting the Follow-up Study**

## Instructions for Conducting the Follow-up Study

1. Obtain a list of all 1999 special education graduates and special education age outs from the district. It is very important that we obtain a complete list of the graduates (this is for your use and also to be mailed to us along with demographic forms and the questionnaires).
2. Obtain the name of the graduate's parent and their telephone number. Phone calls should be made to the parent, but if the parents are not available, other relatives or the graduate themselves may be used to collect the information.
3. Xerox enough copies of the Demographic Form and Telephone Questionnaire for each special education graduate and age out.
4. Obtain a copy of the graduate's last Transition Plan to use for completing Items 9-10 on the Demographic Form.
5. For each graduate and age out, complete the Demographic Form.
6. For each graduate and age out, fill in Questionnaire items A1=Anticipated postschool outcomes and A2=Adult agency linkages from the Demographic Form.  
**Please note:** For both items, more than one entry may be noted on #9 and #10 from the Demographic Form. When this is the case, please list the individual entries on A1 and A2 of the Follow-up Telephone Questionnaire and repeat the appropriate question (A1 or A2) for each entry.
7. Phone calls are usually best made in the evening; try at least three different days (and at different times of the day if needed) before giving up. Please be very persistent in trying to make contact. We expect about a 90% contact rate per district.
8. The telephone calls should be made between October 15, 1999 and November 19, 1999. **DON'T WAIT TO THE LAST MINUTE TO START THE CALLS.**
9. The Demographic Form must be filled out and returned for all graduates and age outs, even if the interview did not take place.
10. All appropriate completed forms (Demographic forms, Questionnaires, lists) should be returned by November 23, 1999 to:  
  
Craig Parker  
OSPI, Old Capitol Bldg  
P O Box 47200  
Olympia WA 98504-7200
11. If you have any questions, please call Stephanie Prince, 206-543-4011 or email prince@u.washington.edu

## **Appendix C**

### **Follow-up Study Demographic Form**

**Center for Change in Transition Services  
Follow-up Study  
Demographic Form**

1. Graduate Name:
  2. Graduate ID #:
  3. District Name & No.:
  4. Gender: Male\_\_\_ Female\_\_\_
  5. Birthdate (Mo./Day/Yr):
  6. Race/Ethnicity: Asian\_\_\_ Black/African American\_\_\_ Hispanic\_\_\_  
American Indian/Native Alaskan\_\_\_ White\_\_\_
  7. Disability (Refer to list below & write out the disability status/code):\_\_\_\_\_
- 01 - Developmental delays
  - 02 - Serious behavioral disability
  - 03 - Orthopedic impairments
  - 04 - Health impairments
  - 05 - Specific learning disabilities
  - 06 - Mental retardation
  - 07 - Multiple disabilities
  - 08 - Deafness
  - 09 - Hearing impairments
  - 10 - Visual impairments
  - 11 - Deaf-Blindness
  - 12 - Communication disorders
  - 13 - Autism
  - 14 - Traumatic brain injury
8. Eligible for Free or Reduced Lunch: Yes\_\_\_ No\_\_\_

**From the Final Transition Plan, please obtain the following information:**

9. Anticipated postschool outcome (Check all that apply):

University/4 year college\_\_\_

Community College/2 year College\_\_\_

Vocational/Technical College\_\_\_

Employment\_\_\_

Supported Living\_\_\_\_\_

10. Which of the following linkages with adult services were recommended for the student at graduation (Check all that apply):

Division of Vocational Rehabilitation\_\_\_\_\_

Division of Developmental Disabilities\_\_\_

Disabled Student Services Coordinator\_\_\_

Other\_\_\_\_\_

11. Name and telephone number of person completing this form:

12. Status of Telephone Interview: (Circle one)

Completed

Not Completed

**If not completed, what is the reason (Circle one):**

Wrong number

No answer

Refused

## **Appendix D**

### **Follow-up Telephone Questionnaire**

Center for Change in Transition Services  
**Follow-Up Telephone Questionnaire**

1. Graduate's Name:
2. Graduate ID#:
3. District Name & No.:
4. Date Graduated/Aged out:
5. Diploma: Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_
6. Relationship of Person Interviewed to Graduate:
7. Date of Interview (mo./day/yr.):
8. Name of Interviewer:

INTRODUCTION

Hello, I'd like to speak with (PARENT'S NAME). My name is (INTERVIEWER'S NAME). I am calling for the (\_\_\_\_ SCHOOL DISTRICT). We are conducting a study on how last year's graduates are doing. I'd like to ask you how (GRADUATE'S NAME) is doing. All information is strictly confidential. This will take about 10 minutes.

A1. On (GRADUATE'S NAME) Transition Plan we thought (GRADUATE'S NAME) would be \_\_\_\_\_ . Is s/he doing that?

Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

If No, probe why not and note:

(Repeat for each anticipated postschool outcome that was listed on the Transition Plan)

And/or Is s/he \_\_\_\_\_ Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

If no, why not, and note:

And/or Is s/he \_\_\_\_\_ Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

If no, why not, and note:

A2. (GRADUATE'S NAME) was to have made contact with \_\_\_\_\_

Did this happen?

Yes \_\_\_\_ No \_\_\_\_ Don't know \_\_\_\_

If No, probe why not and list:

(Repeat for each adult agency that was listed on the Transition Plan)

List second agency \_\_\_\_\_

Yes \_\_\_\_ No \_\_\_\_ Don't know \_\_\_\_

If no, probe why not:

List third agency \_\_\_\_\_

Yes \_\_\_\_ No \_\_\_\_ Don't know \_\_\_\_

If no, probe why not:

B1. Is (GRADUATE'S NAME) currently in any type of school or training program?

Yes \_\_\_\_ No \_\_\_\_ Don't know \_\_\_\_

If yes, list name and record type.

Name \_\_\_\_\_

Type (Circle One):

University/4 year college

Community college/2 year college

Vocational/Trade school

GED program

Job Corps

Other (list) \_\_\_\_\_

Unknown

C1. Does (GRADUATE'S NAME) currently work for pay?

Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

If Yes, who does (GRADUATE'S NAME) work for?

List who they work for\_\_\_\_\_

How many hours does (GRADUATE'S NAME) work per week?\_\_\_\_\_

What is the hourly wage? \$\_\_\_\_\_

If you cannot get an hourly wage, ask how much s/he earns weekly or monthly or

yearly. Record amount: Weekly\_\_\_\_\_ Monthly\_\_\_\_\_ Yearly\_\_\_\_\_

D1. Does (GRADUATE'S NAME) currently live with you?

Yes\_\_\_\_ No\_\_\_\_ If not a parent, code from below list:\_\_\_\_\_

If no, where does s/he live? \_\_\_\_\_

Living Codes:

- 1 = parent's home
- 2 = home of other relative
- 3 = foster home
- 4 = in house or apartment
- 5 = dormitory or barracks
- 6 = supervised group home
- 7 = tenant support
- 8 = incarcerated: prison, detention home, half way house
- 9 = street shelter
- 10 = employer provided
- 11 = traveling
- 12 = other\_\_\_\_\_describe\_\_\_\_\_
- 13 = don't know

E1. Is (GRADUATE'S NAME) now married or has s/he ever been married?  
Never married\_\_ Now married\_\_ Previously married\_\_ Don't know\_\_

F1. Does (GRADUATE'S NAME) have any children?

Yes\_\_ No\_\_ Don't know\_\_

If Yes, how many? \_\_\_\_\_

If Yes, how many currently live with him/her? \_\_\_\_\_

G1. How satisfied are you with (GRADUATE'S NAME) current overall life situation (i.e., employment, schooling, residence, social life)? (Circle one below)

Very satisfied                  Somewhat satisfied                  Not very satisfied

Not at all satisfied                  Don't know/refused