



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

REPORT TO THE LEGISLATURE

# Post-School Outcomes for Students with Disabilities

*2022*

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

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# EXECUTIVE SUMMARY

The Education Research and Data Center at the Office of Financial Management (OFM) reports on outcomes for students who had received special education services while they were in school. The data are collected one year after the students 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 2021 Post-School Survey was conducted with former students one year after they permanently exited high school and who were receiving special education services at the time of exit. From June 1–November 1, 2021, survey responses were recorded for 78.2% of the 9,173 eligible former students. Results from the census survey of former students who left school in 2019–20 show the following changes from students who left in 2018–19:

- The overall engagement rate decreased from 72.1% to 69.9%. This is the lowest rate of engagement in five years.
- The percentage of respondents enrolled in higher education for at least one full term decreased by 2.8 percentage points.
- The percentage of respondents who were competitively employed decreased by 6.3 percentage points.
- The percentage of respondents who were enrolled in other postsecondary education or training for at least one full term increased by 0.3 percentage points.
- The percentage of respondents who had another form of employment increased by 6.6 percentage points.

# INTRODUCTION

This report summarizes data for secondary students with an Individualized Education Program (IEP) who left high school during the 2019–20 school year one year after exiting. From June 1–November 1, 2021, surveys were conducted with former students who were receiving special education services and left school in 2019–2020. Survey data were collected and reported by all 265 school districts with high schools (251 districts and 14 state entities).

Post-school outcome data are part of the application for federal Individuals with Disabilities Education Act (IDEA) Part B funds as a performance indicator. 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](#), Washington Administrative Code (WAC) 392-172A-07015, and WAC 392-172A-07020. OSPI must report annually on Washington state’s progress for each performance indicator and publicly must report each school district’s progress for Indicators 1–14. 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.

## Definitions<sup>1</sup>

### Leavers

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

### Respondents (Resp’ts)

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

### Higher Education

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

### Competitive Employment

Competitive Employment is a PSO category for leavers who worked for pay at or above the minimum wage in a setting with others without disabilities for a period of 20 hours a week or more for at least 90 days at any time in the year since leaving high school. This includes military employment.

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

## **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 (for example, farm, store, fishing, ranching, catering services, and so on).

## **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.

## **Survey Process**

### **Census Procedure**

Post-school outcome data are collected annually using survey research methodology and a census method. From June 1–November 1, 2021, school district staff conducted phone calls to former students who permanently exited high school in the 2019–20 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 9,173 leavers.

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

## Limitations of the Data

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

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

Although survey interviewers are encouraged to gather survey data from former students, most responses (73%) came from parents, family members, caregivers, or someone else who had knowledge of the former student's postsecondary activities. Only 27% of the 7,170 survey responses came directly from former students.

**Table 1: Respondent Counts**

Person Interviewed	Respondents
Parent	56.5% (4,048)
Former Student	27.0% (1,938)
Family Member	10.0% (720)
Caregiver	0.8% (56)
Other	5.7% (408)
Total	100% (7,170)

## Census Questions

The questions asked in the Post-School Survey are in accordance to the Indicator B14 Data Collection Protocol from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) which is funded by the U.S. Office of Special Education Programs (OSEP). The questions ask former students about their postsecondary education and employment activities in the year since leaving high school. For example, if a student graduated on June 15, 2020, then the survey questions are about their activities from June 15, 2020–June 15, 2021.

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 2019–2020 was \$12.00–13.69 per hour. Was your average hourly wage above, about, or below this amount?
- What is your current job position?
- What is the name of the place where you work(ed)?
- Describe your job.
- At any time in the year after leaving high school, did you enroll in any type of school, job training, or education program?
- What kind of program were you enrolled in?
- What is the name of the program you were enrolled in, and where?
- Were you enrolled full-time or part-time?
- Did you complete at least one entire term?
- In the year since leaving high school, did you contact an adult service agency?
- If yes, which adult service agencies were contacted?

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

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

# POST-SCHOOL OUTCOMES FOR ALL RESPONDENTS<sup>2</sup>

## Survey Response Rate

Table 2 displays the total number of leavers in Washington alongside the total number of leavers who responded to the Post-School Survey (respondents). The response rate is calculated from these numbers, indicating that the survey data represents outcomes for approximately 78.2% of the 2019–20 special education leavers.

**Table 2: Post-School Survey Response Rate for Washington**

Total Number of 2019–20 Leavers	Total Number of Respondents	Survey Response Rate
9,173	7,170	78.2%

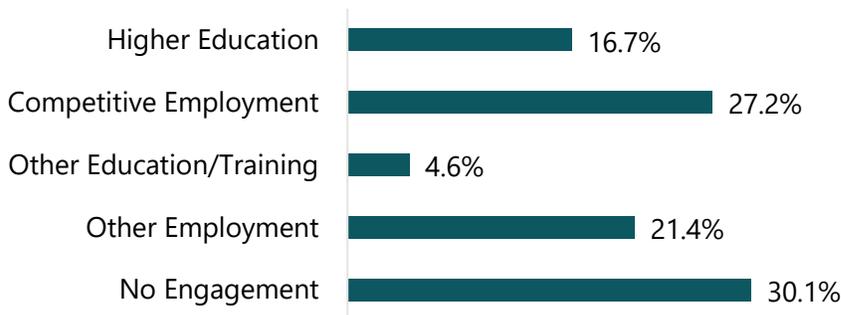
## Statewide Post-School Outcomes

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

**Table 3: Post-School Outcomes for All Respondents in Washington**

Total Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
100.00% (7,170)	16.7 % (1,200)	27.2% (1,948)	4.6% (333)	21.4% (1,533)	30.1% (2,156)

**Figure 1: Post-School Outcomes for 7,170 Respondents in Washington State**



<sup>2</sup> Center for Change in Transition Services, Seattle University (January 2022). *Indicator B14 Post-School Outcome Report, Washington state, 2019-20.*

## Summary of Statewide Post-School Outcomes

For the 2021 Post-School survey, a total of 7,170 responses were collected from, or on behalf of, Washington state leavers who permanently exited high school in the 2019–20 school year. Overall post-school engagement for 2019–20 leavers is 69.9%. This is a decrease of 2.2 percentage points from 2018–19 and the lowest engagement rate since 2013–14 (67.4%).

Looking at postsecondary education outcomes, 16.7% of respondents were enrolled in Higher Education for at least one full term and 4.6% were enrolled in Some Other Education. Compared to 2018–19 leavers, this is a decrease of 2.8 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.

Regarding postsecondary employment outcomes, 27.2% of 2019–20 respondents met reporting requirements for Competitive Employment, and 21.4% met requirements for Other Employment. Compared to 2018–19 leavers, this is a decrease of 6.3 percentage points and an increase of 6.6 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.

## State Performance Plan #14 Measurements

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

- 14A: 16.7% of respondent leavers were enrolled in higher education within one year of leaving high school.
- 14B: 43.9% of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school.
- 14C: 69.9% of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

## Not Engaged

As shown in Figure 3 and Table 3, 30.1% (2,156) of youth who responded to the survey were categorized under No Engagement. Those former students are disaggregated in two categories: youth who did not attempt education or employment since leaving high school, and youth who attempted engagement but did not meet the reporting criteria.

**Table 4: Disaggregated Counts for Respondents Categorized Under No Engagement**

No Engagement	Respondents
Youth who did not attempt education or employment	74.4% (1,605)
Youth who attempted engagement but did not meet reporting criteria	25.6% (551)
Total	100% (2,156)

Of the 2,156 Not Engaged youth, 1,605 (74.4%) did not enroll in postsecondary education and/or did not work within one year of graduation. However, 551 youth (25.6%) enrolled or worked, but they did not meet the OSEP criteria for engagement for one of the following reasons:

- They enrolled in a postsecondary educational program but did not complete a term; or
- They gained employment, however:
  - they earned less than minimum wage,
  - they worked for less than 20 hours a week,
  - they worked fewer than 90 days, and/or
  - they worked in a sheltered employment environment.

The attempted engagement data for 2019–20 leavers mirror the data for 2018–19 leavers. Of the 1,918 Not Engaged 2018–19 leavers, 1,434 (75.0%) did not attempt postsecondary education or employment, and 484 youth (25.0%) attempted engagement but did not meet the reporting criteria.

To summarize, more leavers are attempting postsecondary education and employment than are reported in Measure C (Higher Education, plus Competitive Employment, Other Education, and other Employment). However, these leavers are not enrolling in school for long enough, working enough hours, and/or working in competitive environments to be counted in one of the engagement outcomes.

## Five-Year Overview

**Table 5: Five-Year Overview of Post-School Outcomes for All Respondents In Washington**

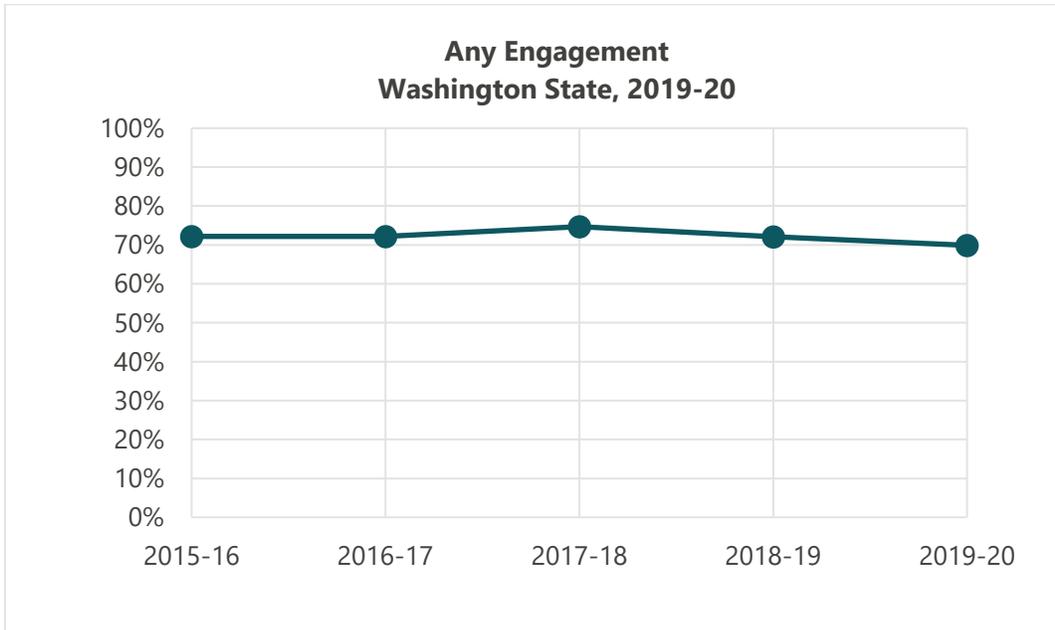
Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
2019–20	7,170	16.7%	27.2%	4.6%	21.4%	30.1%
2018–19	6,867	19.5%	33.5%	4.3%	14.8%	27.9%
2017–18	6,825	20.5%	36.2%	4.0%	14.0%	25.3%
2016–17	6,475	21.3%	34.8%	3.0%	13.1%	27.8%
2015–16	6,081	21.8%	35.3%	2.9%	12.2%	27.8%

## Any vs. No Engagement, Five-Year Overview

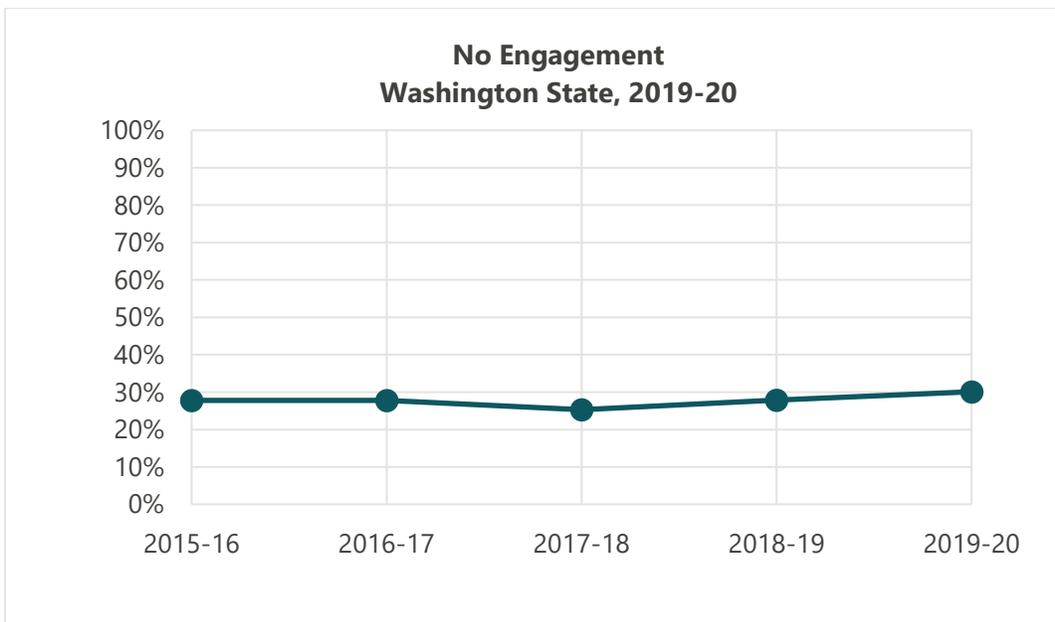
Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education; Competitive Employment; Other Education; or Other Employment.

The lines connecting the data points in the charts do not represent trends or outcome predictions.

**Figure 2: Percentage of Respondents From 2015–16 to 2019–20 Who Met Reporting Criteria for One of the Four Engagement Outcomes**



**Figure 3: Percentage of Respondents From 2015–16 to 2019–20 Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Five-Year Overview

Table 5 and Figures 2–3 show the state’s postsecondary outcomes for all respondents over the last five school years. The total number of respondents has increased each year, from 6,081 in 2015–16 to 7,170 in 2019–20.

There was no change in the Any Engagement rate from 2015–16 to 2016–17 (72.2%). Engagement increased by 2.5 percentage points from 2016–17 to 2017–18 (72.2% to 74.7%). Engagement decreased by 4.8 percentage points from 2017–2018 to 2019–20 (74.7% to 69.9%).

The decrease in Any Engagement rates is reflected in the decline in rates of Higher Education and Competitive Employment. Higher Education rates decreased by 2.3 percentage points from 2015–16 to 2018–19 (21.8% to 19.5%), and by 2.8 points from 2018–19 to 2019–20 (19.5% to 16.7%). Competitive Employment increased by 0.9 percentage points from 2015–16 to 2017–18 (35.3% to 36.2%) and decreased by 9.0 percentage points from 2017–18 to 2019–20 (36.2% to 27.2%).

Conversely, Other Education/Training and Other Employment have increased over the last five years. Other Education/Training increased by 1.7 percentage points from 2015–16 to 2019–20 (2.9% to 4.6%). Other Employment increased by 2.6 percentage points from 2015–16 to 2018–19 (12.2% to 14.8%), and by 6.6 percentage points from 2018–19 to 2019–20 (14.8% to 21.4%).

# DISAGGREGATED OUTCOMES BY STUDENT GROUPS

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 Proficiency Category.

## Outcomes by Exit Categories

**Graduated** refers to any student who left high school with a diploma. **Dropped out** refers to students who aged out without a diploma and those who were expected to return but did not.

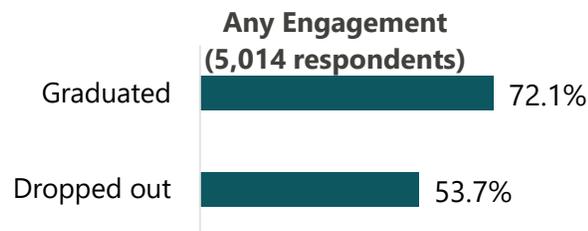
**Table 6: Post-School Outcomes for All Respondents by Exit Categories**

Exit Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Graduated	88.0% (6,311)	18.8%	27.6%	4.5%	21.2%	27.9%
Dropped Out	12.0% (859)	1.6%	23.9%	5.8%	22.4%	46.3%
Total	100% (7,170)	16.7 %	27.2%	4.6%	21.4%	30.1%

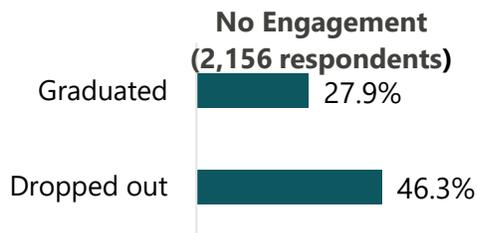
## Any vs. No Engagement by Exit Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

**Figure 4: Percentage of Respondents by Exit Categories Who Met Reporting Criteria for One of the Four Engagement Outcomes**



**Figure 5: Percentage of Respondents by Exit Categories Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Outcomes by Exit Categories

Table 6 and Figures 4–5 show the state’s postsecondary outcomes for respondents by Exit Categories. Out of all respondents in Washington state, 88% were categorized as Graduated because they left high school with a diploma. The 12% of respondents who did not graduate with a diploma were categorized as Dropped Out. These are students who aged out or were expected to return and did not.

Approximately 72.1% of Graduated respondents met reporting requirements for Any Engagement. Competitive Employment (27.6%) was the most reported engagement outcome, followed by Other Employment (21.2%) and Higher Education (18.8%). Other Education (4.5%) was the least reported outcome for these respondents.

Conversely, only 53.7% of the respondents who Dropped Out met reporting requirements for Any Engagement. Competitive Employment (23.9%) was the most reported engagement outcome, followed by Other Employment (22.4%) and Other Education (5.8%). Higher Education (1.6%) was the least reported outcome for these respondents.

## Outcomes by Gender Categories

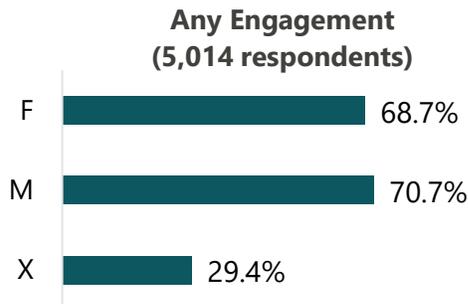
**Table 7: Post-School Outcomes for All Respondents in Washington by Gender Categories**

Gender Category	Resp’ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
F (Female)	35.3% (2,531)	20.9%	20.7%	4.7%	22.4%	31.3%
M (Male)	64.5% (4,622)	14.5%	30.8%	4.6%	20.9%	29.3%
X (Not exclusively male or female)	0.2% (17)	0.0%	11.8%	5.9%	11.8%	70.6%
Total	100% (7,170)	16.7 %	27.2%	4.6%	21.4%	30.1%

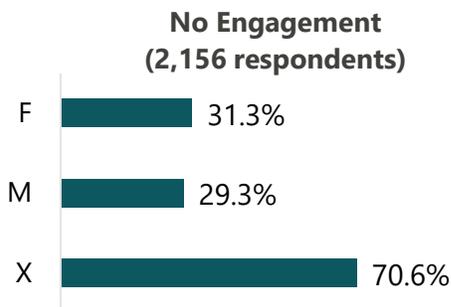
## Any vs. No Engagement by Gender Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

**Figure 6: Percentage of Respondents by Gender Category Who Met Reporting Criteria for One of the Four Engagement Outcomes**



**Figure 7: Percentage of Respondents by Gender Category Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Outcomes by Gender Categories

Table 7 and Figures 6–7 show the state’s postsecondary outcomes for respondents by Gender Categories. Nearly two-thirds of respondents are categorized as Male (M, 64.5%), nearly one-third are categorized as Female (F, 35.3%), and less than one percent are categorized as not exclusively Male nor Female (X, 0.2%).

Among students categorized as Male, 70.7% of respondents met reporting requirements for Any Engagement. Competitive Employment (30.8%) was the most reported engagement outcome, followed by Other Employment (20.9%) and Higher Education (14.5%). Other Education (4.6%) was the least reported outcome for these respondents.

For students categorized as Female, 68.7% met reporting requirements for Any Engagement. Other Employment (22.4%) was the most reported engagement outcome, followed by Higher Education (20.9%) and Competitive Employment (20.7%). Other Education (4.7%) was the least reported outcome for these respondents.

Despite having similar overall engagement rates, postsecondary enrollment in Higher Education was notably lower for Male students than Female students. Competitive Employment was higher.

Although they make up a small portion of the respondent population, Gender-X engagement numbers show a significant shift from Male and Female categorized students. Only 29.4% of Gender-X categorized students met Any Engagement reporting requirements. Competitive Employment (11.8%) and Other Employment (11.8%) were the most reported engagement outcomes, followed by Other Education (5.9%). Higher Education (0.0%) was the least reported outcome for these respondents.

## Outcomes by Disability Categories

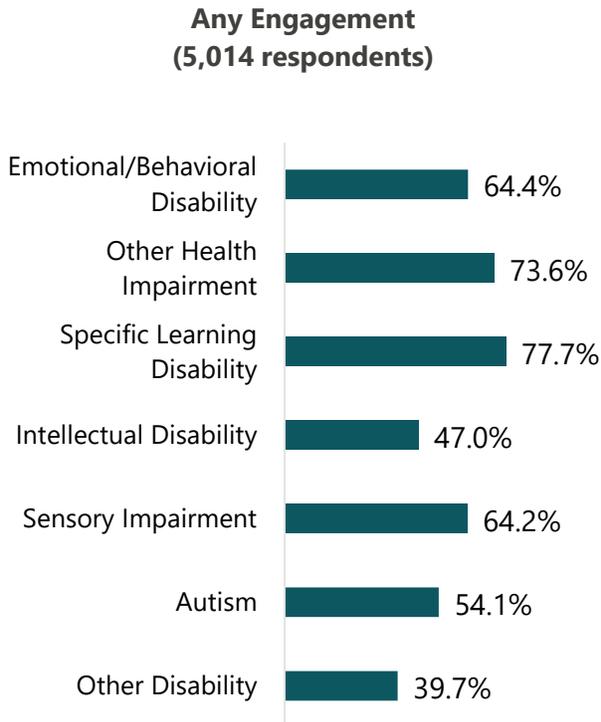
**Table 8: Post-School Outcomes for All Respondents in Washington by Disability Categories**

Disability Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Emotional/ Behavioral Disability	5.1% (368)	14.1%	21.5%	7.3%	21.5%	35.6%
Other Health Impairments	27.3% (1,960)	17.2%	30.6%	4.2%	21.5%	26.4%
Specific Learning Disability	46.1% (3,303)	17.6%	33.5%	3.9%	22.7%	22.3%
Intellectual Disability	5.4% (387)	1.6%	12.1%	5.9%	27.4%	53.0%
Sensory Impairments (Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness)	1.3% (95)	30.5%	13.7%	4.2%	15.8%	35.8%
Autism	10.4% (745)	20.7%	10.2%	6.7%	16.5%	45.9%
Other Disability (Orthopedic Impairment, Multiple Disabilities, Communication Disorders, and Traumatic Brain Injury)	4.4% (312)	12.8%	9.0%	5.4%	12.5%	60.3%
Total	100% (7,170)	16.7 %	27.2%	4.6%	21.4%	30.1%

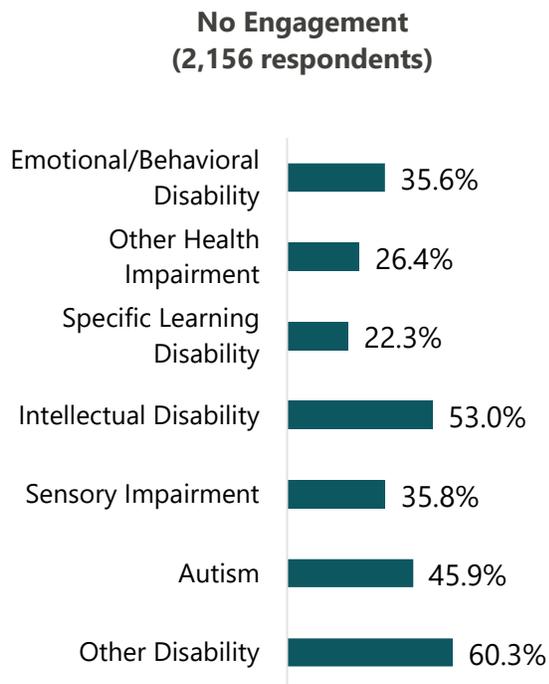
## Any vs. No Engagement by Disability Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

**Figure 8: Percentage of Respondents by Disability Categories Who Met Reporting Criteria for One of the Four Engagement Outcomes**



**Figure 9: Percentage of Respondents by Disability Categories Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Outcomes by Disability Categories

Table 8 and Figures 8–9 show the state’s postsecondary outcomes for respondents by Disability Categories. The largest number of respondents are categorized as having a Specific Learning Disability (46.1%) or Other Health Impairments (27.3%). The remaining 26.6% of respondents are categorized as having Autism (10.4%), Intellectual Disability (5.4%), Emotional/Behavioral Disability (5.1%), Other Disability (4.4%), or Sensory Impairments (1.3%).

For respondents categorized as having a Specific Learning Disability, approximately 77.7% met reporting requirements for Any Engagement. Competitive Employment (33.5%) was the most reported engagement outcome, followed by Other Employment (22.7%) and Higher Education (17.6%). The least reported outcome for these respondents was Other Education (3.9%).

Similarly, approximately 73.6% of respondents categorized as having Other Health Impairments met reporting requirements for Any Engagement. Competitive Employment (30.6%) was the most reported engagement outcome, followed by Other Employment (21.5%) and Higher Education (17.2%). The least reported outcome for these respondents was Other Education (4.2%).

Approximately 54.1% of respondents categorized as having Autism met reporting requirements for Any Engagement. Higher Education (20.7%) was the most reported engagement outcome, followed by Other Employment (16.5%) and Competitive Employment (10.2%). The least reported outcome for these respondents was Other Education (6.7%).

For respondents categorized as having an Intellectual Disability, approximately 47.0% met reporting requirements for Any Engagement. Other Employment (27.4%) was the most reported engagement outcome, followed by Competitive Employment (12.1%) and Other Education (5.9%). The least reported outcome for these respondents was Higher Education (1.6%).

Approximately 64.4% of respondents categorized as having Emotional/Behavioral Disability (EBD, also referred to as Emotional Disturbance, or ED) met reporting requirements for Any Engagement. Competitive Employment (21.5%) and Other Employment (21.5%) were the most reported engagement outcomes, followed by Higher Education (14.1%). The least reported outcome for these respondents was Other Education (7.3%).

The Other Disability category includes Orthopedic Impairment, Multiple Disabilities, Communication Disorders, and Traumatic Brain Injury. For respondents categorized as having an Other Disability, approximately 39.7% met reporting requirements for Any Engagement. Higher Education (12.8%) was the most reported engagement outcome, followed by Other Employment (12.5%) and Competitive Employment (9.0%). The least reported outcome for these respondents was Other Education (5.4%).

The Sensory Impairments category includes Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness. Approximately 64.2% of respondents categorized as having a Sensory Impairment met reporting requirements for Any Engagement. Higher Education (30.5%) was the most reported engagement outcome, followed by Other Employment (15.8%) and Competitive Employment (13.7%). The least reported outcome for these respondents was Other Education (4.2%).

## Outcomes by Race/Ethnicity Categories

**Table 9: Post-School Outcomes for All Respondents in Washington State by Race/Ethnicity Categories**

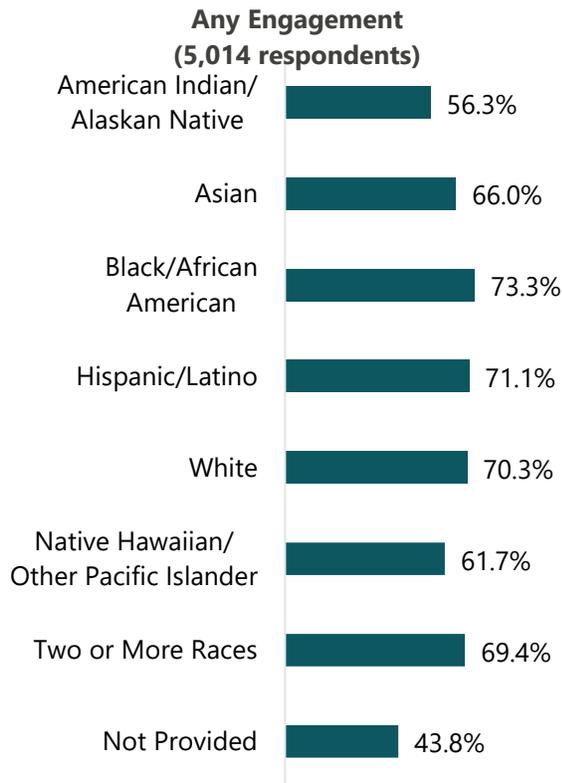
Race/ Ethnicity Category	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
American Indian/ Alaskan Native	2.9% (208)	9.1%	21.6%	3.4%	22.1%	43.8%
Asian	3.4% (247)	27.9%	13.8%	6.9%	17.4%	34.0%
Black/ African American	6.5% (464)	24.6%	20.9%	5.8%	22.0%	26.7%
Hispanic/ Latino	25.3% (1,817)	13.8%	30.2%	5.1%	22.0%	28.9%
White	53.5% (3,838)	16.9%	27.6%	4.5%	21.3%	29.7%

<b>Race/ Ethnicity Category</b>	<b>Resp'ts</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>	<b>No Engagement</b>
Native Hawaiian/ Other Pacific Islander	0.8% (60)	5.0%	33.3%	1.7%	21.7%	38.3%
Two or More Races	7.3% (520)	18.1%	27.1%	3.1%	21.2%	30.6%
Not Provided	0.2% (16)	18.8%	6.3%	0.0%	18.8%	56.3%
Total	100% (7,170)	16.7 %	27.2%	4.6%	21.4%	30.1%

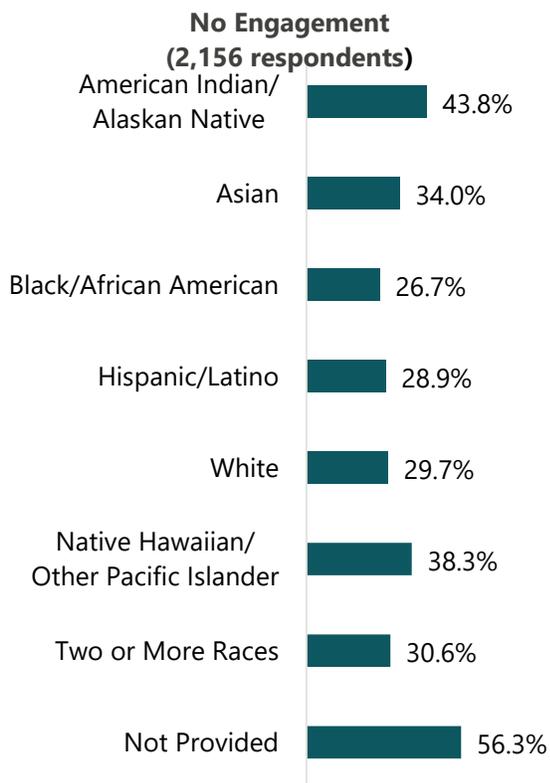
## Any vs. No Engagement by Race/Ethnicity Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

**Figure 10: Percentage of Respondents by Race/Ethnicity Categories Who Met Reporting Criteria for One of the Four Engagements Outcomes**



**Figure 11: Percentage of Respondents by Race/Ethnicity Categories Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Outcomes by Race/Ethnicity Categories

Table 9 and Figures 10–11 show the state’s postsecondary outcomes for respondents by Race/Ethnicity Categories. Among respondents, the largest number are categorized as Caucasian/White (53.5%) and Hispanic/Latino (25.3%). Respondents that make up smaller percentages of the population are categorized as of more than one race/multiracial (7.3%); Black/African American (6.5%); Asian (3.4%); American Indian/Alaska Native (2.9%); Native Hawaiian/Pacific Islander (0.8%); and Not Provided (0.2%).

Approximately 70.3% of respondents categorized as Caucasian/White met reporting requirements for Any Engagement. Competitive Employment (27.6%) was the most reported engagement outcome, followed by Other Employment (21.3%) and Higher Education (16.9%). Other Education was the least reported outcome for these respondents (4.5%).

Similarly, approximately 71.1% of respondents categorized as Hispanic/Latino met reporting requirements for Any Engagement. Competitive Employment (30.2%) was the most reported engagement outcome, followed by Other Employment (22.0%) and Higher Education (13.8%). Other Education (5.1%) was the least reported outcome for these respondents.

Respondents categorized as Multiracial reported similar outcomes to those categorized as Caucasian/White and Hispanic/Latino. Approximately 69.4% of these respondents met reporting

requirements for Any Engagement. Competitive Employment (27.1%) was the most reported engagement outcome, followed by Other Employment (21.2%) and Higher Education (18.1%). Other Education (3.1%) was the least reported outcome for these respondents.

Among respondents categorized as Black/African American, approximately 73.3% met reporting requirements for Any Engagement. This is the highest engagement rate among all race/ethnicity categories. Higher Education (24.6%) was the most reported engagement outcome, followed by Other Employment (22.0%) and Competitive Employment (20.9%). Other Education (5.8%) was the least reported outcome for these respondents.

Approximately 66.0% of respondents categorized as Asian met reporting requirements for Any Engagement. Higher Education (27.9%) was the most reported engagement outcome, followed by Other Employment (17.4%) and Competitive Employment (13.8%). Other Education (6.9%) was the least reported outcome category for this population.

For respondents categorized as American Indian/Alaska Native, approximately 56.3% met reporting requirements for Any Engagement. This is the lowest engagement rate among all race/ethnicity categories. Other Employment (22.1%) was the most reported engagement outcome, followed by Competitive Employment (21.6%) and Higher Education (9.1%). Other Education (3.4%) was the least reported outcome for this population.

Approximately 61.7% of respondents categorized as Native Hawaiian/Pacific Islander met reporting requirements for Any Engagement. The most reported engagement outcome was Competitive Employment (33.3%), followed by Other Employment (21.7%) and Higher Education (5.0%). Other Education (1.7%) was the least reported outcome for these respondents.

## Outcomes by English Proficiency Categories

**Table 10: Post-School Outcomes for All Respondents in Washington by English Proficiency Categories**

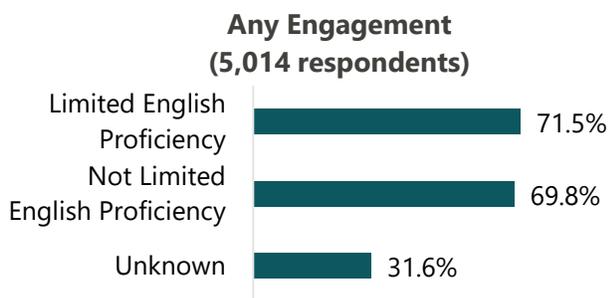
English Proficiency Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Limited English Proficiency (LEP)	13.6% (976)	13.3%	31.6%	4.7%	21.9%	28.5%
Not Limited English Proficiency (NLEP)	86.1% (6,175)	17.3%	26.5%	4.6%	21.3%	30.2%
Unknown	0.3% (19)	5.3%	15.8%	5.3%	5.3%	68.4%

English Proficiency Category	Respondents	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Total	100% (7,170)	16.7 %	27.2%	4.6%	21.4%	30.1%

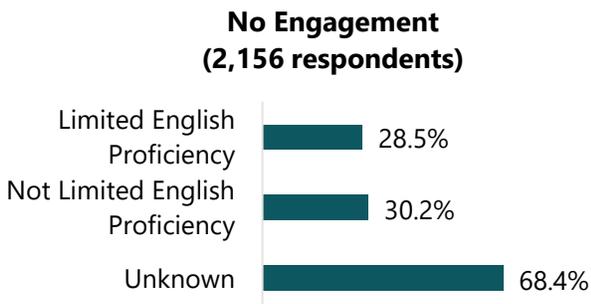
## Any vs. No Engagement by English Proficiency Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

**Figure 12: Percentage of Respondents by English Proficiency Categories Who Met Reporting Criteria for One of the Four Engagement Outcomes**



**Figure 13: Percentage of Respondents by English Proficiency Categories Who Did Not Meet Reporting Requirements for Any of the Four Engagement Outcomes**



## Summary of Outcomes by English Proficiency Categories

Table 10 and Figures 12–13 show the state’s postsecondary outcomes for respondents by English Proficiency Categories. Among the survey respondents, 86.1% were categorized with Not Limited English Proficiency (NLEP), 13.6% were categorized with Limited English Proficiency (LEP), and 0.3% had an unknown English proficiency category.

For respondents categorized with Not Limited English Proficiency, 69.8% met reporting requirements for Any Engagement. Competitive Employment was the most reported (26.5%),

followed by Other Employment (21.3%) and Higher Education (17.3%). Other Education (4.6%) was the least reported outcome for these respondents.

For respondents categorized with Limited English Proficiency, 71.5% met reporting requirements for Any Engagement. Competitive Employment was the most reported (31.6%), followed by Other Employment (21.9%) and Higher Education (13.3%). Other Education (4.7%) was the least reported outcome for these respondents.

Although the numbers are similar, it is worth noting the subtle differences in these populations. Overall, the No Engagement rate was slightly higher for respondents with NLEP than LEP (30.2% compared to 28.5%, respectively). The Higher Education rate was slightly higher among respondents with NLEP, and postsecondary employment rates (Competitive Employment and Other Employment) were slightly higher among respondents with LEP.

# CONCLUSION

This report provides post-school data summary for former secondary students who had Individualized Education Programs (IEPs) in place upon permanently exiting school during the 2019–20 school year.

The impact of the COVID-19 pandemic on K–12 schools, postsecondary education, employment, and community began in Washington state in March 2020. Although there is no rigorous research to draw a correlation between the effects of the pandemic on Washington state’s post-school outcomes, statewide the rates of Competitive Employment and Higher Education decreased, and the rate of Other Employment increased. Overall engagement for 2019–20 leavers is 69.9%, a decrease of 2.2 percentage points from 2018–19 leavers. This is the lowest rate of engagement in five years.

Among the 2,156 leavers statewide who were not engaged, 25.6% of them attempted postsecondary education, training or employment but were unable to meet the OSEP criteria to be counted as engaged.

Engagement rates are higher among students who graduate high school compared to those who leave without graduating (72.1% vs 53.7%).

Respondents identified as Female were engaged at a greater rate than respondents identified as Male and Gender X in Higher Education (20.9% vs. 14.5% and 0%), but Competitively Employed at a lower rate than Male-categorized respondents (20.7% vs. 30.8%). Gender X-categorized respondents had the lowest engagement rates in all outcome categories.

Of the Disability Categories, leavers with Other Disabilities, Intellectual Disabilities, and Autism were the three groups with the highest levels of nonengagement (60.3%, 53.0%, and 45.9%). These percentages exceed the statewide average of 30.1%.

Among Race/Ethnicity Categories, leavers who are American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander have the highest rates of nonengagement (43.8% and 38.3%).

Respondents with Not Limited English Proficiency had lower rates of competitive employment (26.5%) and higher rates of higher education (17.3%) than former students with Limited English Proficiency (31.6% competitive employment and 13.3% higher education).

# ACKNOWLEDGMENTS

We are thankful to all the school district personnel who make census survey calls yearly to all leavers. Their time and commitment to their students’ post-school success is greatly appreciated.

# APPENDIX A: COVID-19

The impact of the COVID-19 pandemic on K–12 schools, postsecondary education, employment, and community began in Washington in March 2020. School buildings closed across the state, moving to virtual instruction with various degrees of knowledge and expertise. Businesses, particularly those in the service industry, moved to online services or closed (temporarily or permanently).

Although there is no rigorous research to draw a correlation between the effects of the pandemic on Washington state’s post-school outcomes, statewide the rates of Competitive Employment and Higher Education decreased, and the rate of Other Employment increased. Overall engagement for 2019–20 leavers is 69.9%, a decrease of 2.2 percentage points from 2018–19 leavers. This is the lowest rate of engagement in five years.

Despite concerns about the impact the pandemic might have on the survey response rate, statewide there was a small increase in the percentage of former students who were contacted and responded to the survey. The response rate for 2019–20 leavers is 78.2%, up by 1.1 percentage points from the previous year. This is the highest response rate in Washington state in the last three years. One possible reason for the increase is that people were more likely to be home to answer calls due to the pandemic. However, in conversations with representatives from other states, this does not appear to be a nationwide trend. Credit should be given to the dedicated teachers and staff members who made the survey calls.

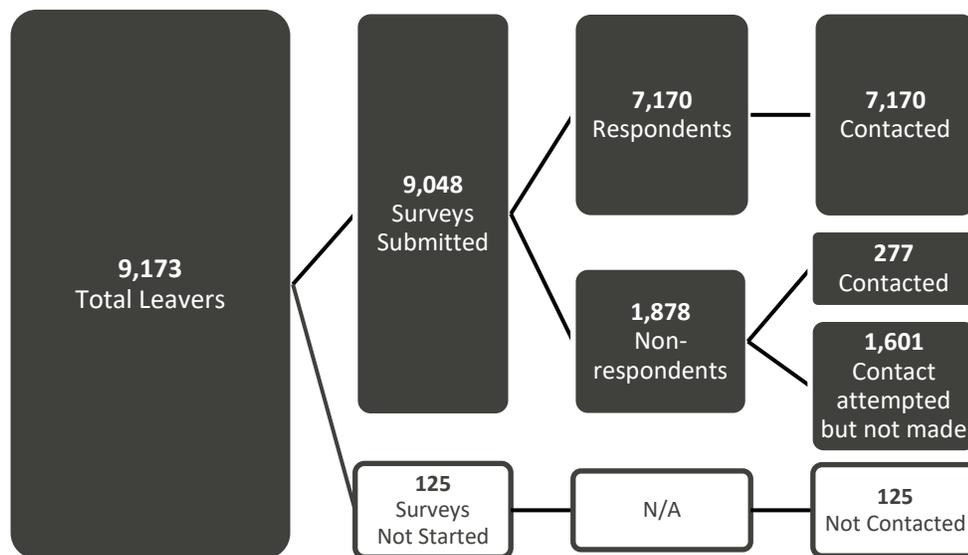
# APPENDIX B: SURVEY POPULATION

A total of 9,173 youths were eligible for the survey because they were age 16–21; permanently exited high school in the 2019–20 school year; and had an IEP in place at the time of exit. Among these 9,173 eligible youth, surveys were submitted for 9,048 leavers. Submitted surveys are separated into two categories: respondents and non-respondents.

There were 7,170 respondents who were contacted for the survey and answered the survey questions. There were 1,878 non-respondents who were contacted but did not answer the survey questions. Of the 1,878 non-respondents, 277 were reached by phone but opted not to participate in the survey, and 1,601 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (17.3%), unable to reach after three attempts (57.4%), declined interview (14.7%), and other reasons (10.6%).

There were 125 eligible leavers that were not contacted by school district personnel for the survey. Surveys for these youth were never started, and they are not included in the total count of non-respondents. These youth were typically enrolled in high school reengagement programs or in school districts without active users in the data collection platform.

**Figure 14: Survey Population Detail**



# APPENDIX C: REPRESENTATIVENESS

After the census was conducted, a Response Calculator from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) was used to measure the representativeness of the respondent group. Calculations were made on the characteristics of disability type, race/ethnicity, gender, English proficiency, and exit status to determine whether the leavers who responded to the interviews were similar, or different from, the total population of young adults with IEPs who exited school in 2019–20.

According to the NTACT:C Response Calculator, differences between the Respondent Group and the Target Leaver Group of  $\pm 3\%$  are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, a red highlight is used to indicate a difference exceeding the  $\pm 3\%$  interval.

The NTACT:C Response Calculator includes eight categories of respondents for measuring representativeness: Specific Learning Disability, Emotional/Behavioral Disability, Intellectual Disability, All Other Disabilities, Female, Non-white, English Learner, and Drop-out. Washington state gathered representative data from all groups except leavers who dropped out of school. Students who dropped out (didn't receive a diploma) continue to be under-represented in the current response group (-4.10%).

**Table 11: NTACT:C Response Calculator – Representativeness**

	Target Leaver Totals	Response Totals	Target Leaver Representation	Respondent Representation	Difference
Overall	9,173	7,170	NA	NA	NA
Specific Learning Disability	4,276	3,303	46.62%	46.07%	-0.55%
Emotional/Behavioral Disability	525	368	5.72%	5.13%	-0.59%
Intellectual Disability	454	387	4.95%	5.40%	0.45%
All Other Disabilities	3,918	3,112	42.71%	43.40%	0.69%
Female	3,235	2,531	35.27%	35.30%	0.03%
Non-white Race/Ethnicity	4,329	3,332	47.19%	46.47%	-0.72%
English Learner	1,232	976	13.43%	13.61%	0.18%
Drop-out	1,475	859	16.08%	11.98%	<b>-4.10%*</b>

**\*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 continues to show representativeness in areas of disability, gender, and ethnicity. Although there was an increase in representativeness among students who drop out from 2018–19 to 2019–20 (-5.21% to -4.10%), these youth continue to be underrepresented in the current response group.

The reasons for the increase in representativeness among students who drop out from the previous year are unclear. It may be due to improved training and user permissions in the data collection platform, or it may be because more people were home to answer phone calls throughout the COVID-19 pandemic. We are making additional improvements to the data collection platform and 2022 training materials in hopes that representativeness will continue to increase among the most difficult to reach students.

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