



# Using Post-School Outcome Data for Program Planning

**Center for Change in Transition Services (CCTS)**

*Improving post-school outcomes for students with disabilities in Washington state*

[www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)



# Agenda

- Overview of Post-School Survey
- How to interpret post-school outcome (PSO) data
- Explore data
  - State data
  - District/ESD data
- Using data for program planning

# Post-School Survey Overview

# Federal Collection & Reporting

- **Requirement**


- States collect data and report to the Office of Special Education Programs (OSEP) on a series of performance indicators.

- **Purpose**

- Increased emphasis on accountability in education
- Determine how well the state is meeting its responsibility under the Individuals with Disabilities Education Act (IDEA)
- System improvement

# Critical Interrelationship of Indicators

Four of the IDEA indicators relate to secondary transition. These indicators also correlate with one another.

- 
- Quality IEPs – Indicator 13
  - Staying in school – Indicator 2
  - Graduating – Indicator 1
  - **Positive post-school outcomes – Indicator 14**

(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)



# Data Collection

How are post-school outcome (PSO) data collected?  
What data are reported?

# What Data are Collected?

- Demographics (e.g., gender, disability, race/ethnicity)
- Work and school experiences
- Type of job or school
- Number of hours working or in school
- Contact with agencies
- Wages
- Optional open-ended questions

# Raw data: Open-ended follow-up questions

- Are there additional reasons why:
  - You didn't work more days (for those who didn't work 90 days)?
  - You didn't work more hours (for those working less than 20 hours)?
  - You didn't complete a term (for those not enrolled at least one term)?
- About how much was your average hourly wage?
- I see you left high school before graduating. Are you willing to tell me why?



# What additional information is in raw data?

- Agency connections for each former student:
  - Whether they contacted a state agency
  - If so, which agency (e.g., DVR, DDA, etc)
- Responses to individual questions:
  - Whether former student made minimum wage
  - Number of hours worked
  - School attending
  - Program of study
  - Job title, company

# Limitations of survey data

- Self-reported data
- Not observational, verifiable
- Responses depend upon question phrasing
- Missing data
  - Refusal to participate
  - Questions left unanswered
  - Unable to reach leavers
- Descriptive data

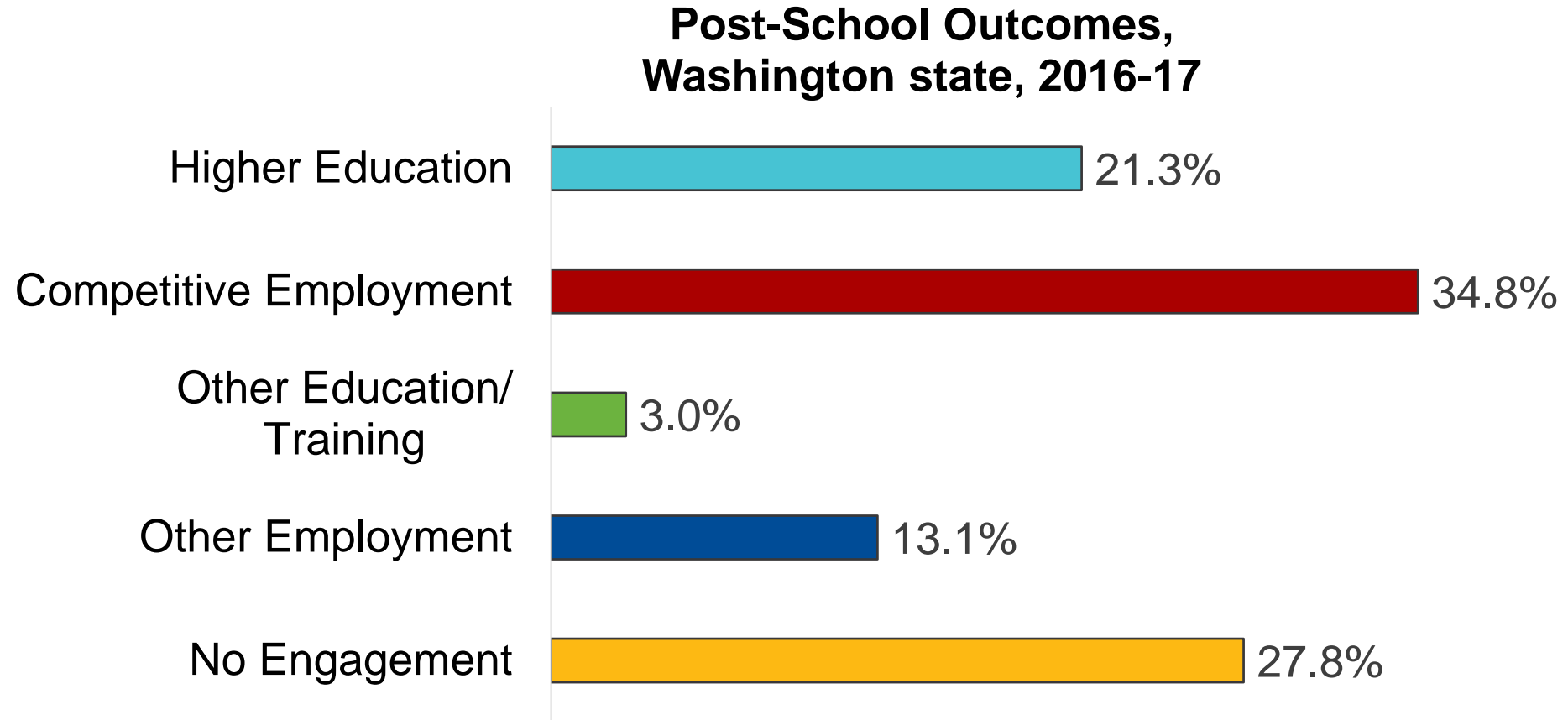


# Post-School Outcome Charts and Tables, 2016-17

The following slides include a selection of the state-level charts available in the TSF 2.0 ([www.cctsTSF.com](http://www.cctsTSF.com)).

Each set of charts is followed by a data table summary.

# State – PSO Bar Chart



(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – PSO Summary

<b>Sample Size</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>	<b>No Engagement</b>
6475	21.3%	34.8%	3.0%	13.1%	27.8%

# Breaking Down PSO Data by Engagement

Post School Outcomes

Any Engagement

No  
Engage-  
ment

Higher  
Education

Competitive  
Employment

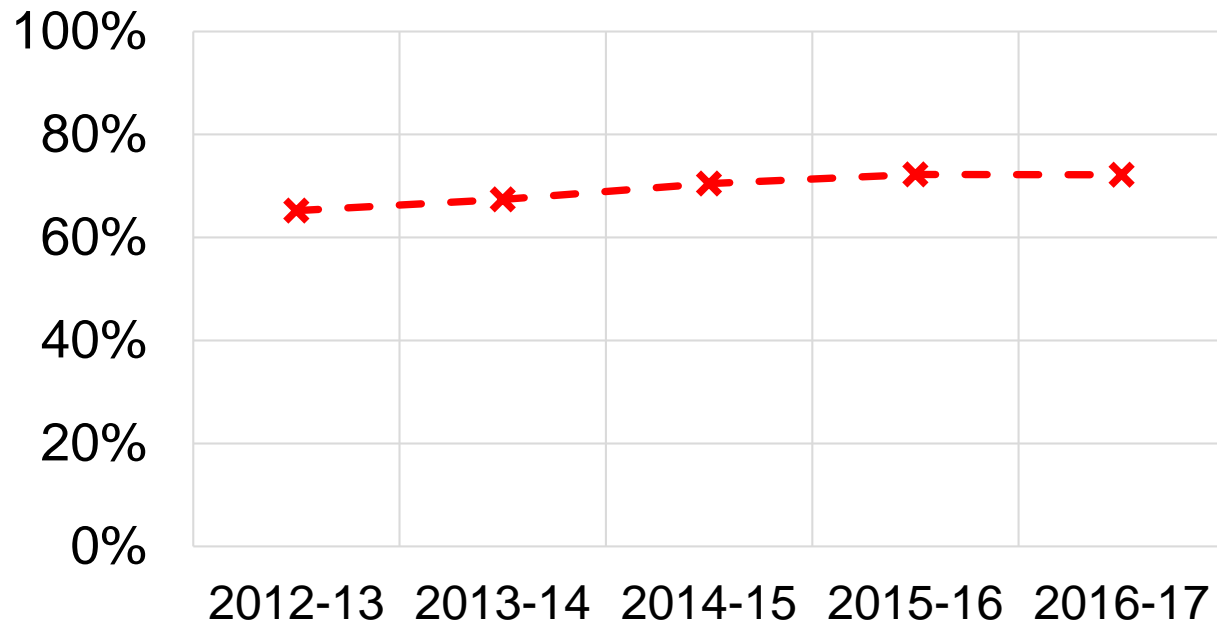
Other  
Education/  
Training

Other  
Employment

# State – Any Engagement vs. No Engagement, Five-Year Overview Line Graphs

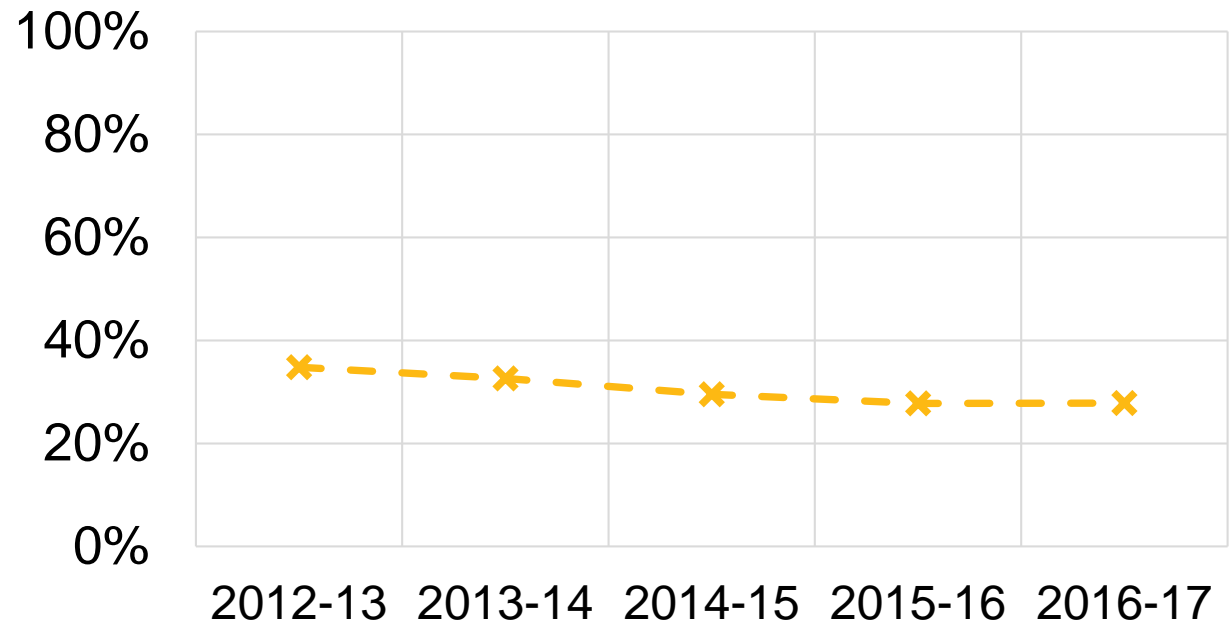
## Any Engagement Five-Year Overview

—x— Washington state



## No Engagement Five-Year Overview

—x— Washington state



(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Any Engagement vs. No Engagement, Five-Year Overview Summary

Leaver Year	Sample Size	Any Engagement	No Engagement
2016-17	6475	72.2%	27.8%
2015-16	6081	72.2%	27.8%
2014-15	6153	70.5%	29.5%
2013-14	5717	67.4%	32.6%
2012-13	5348	65.2%	34.8%

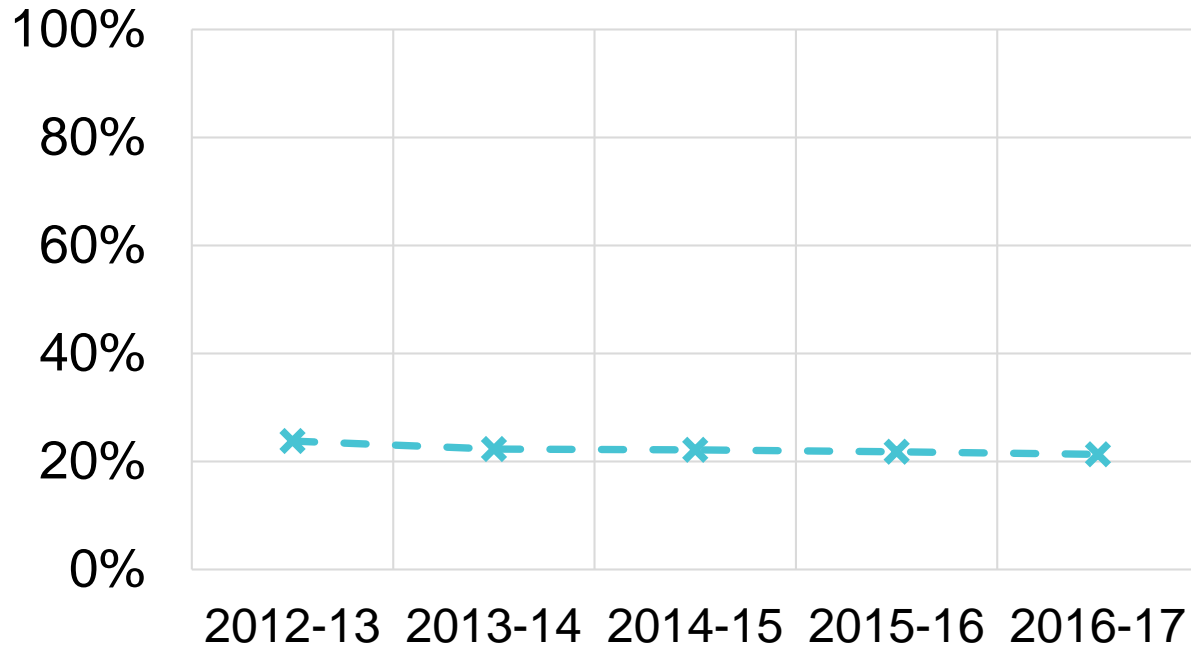


# State – Engagement Outcomes, Five-Year Overview

## Line Graphs [1 of 2]

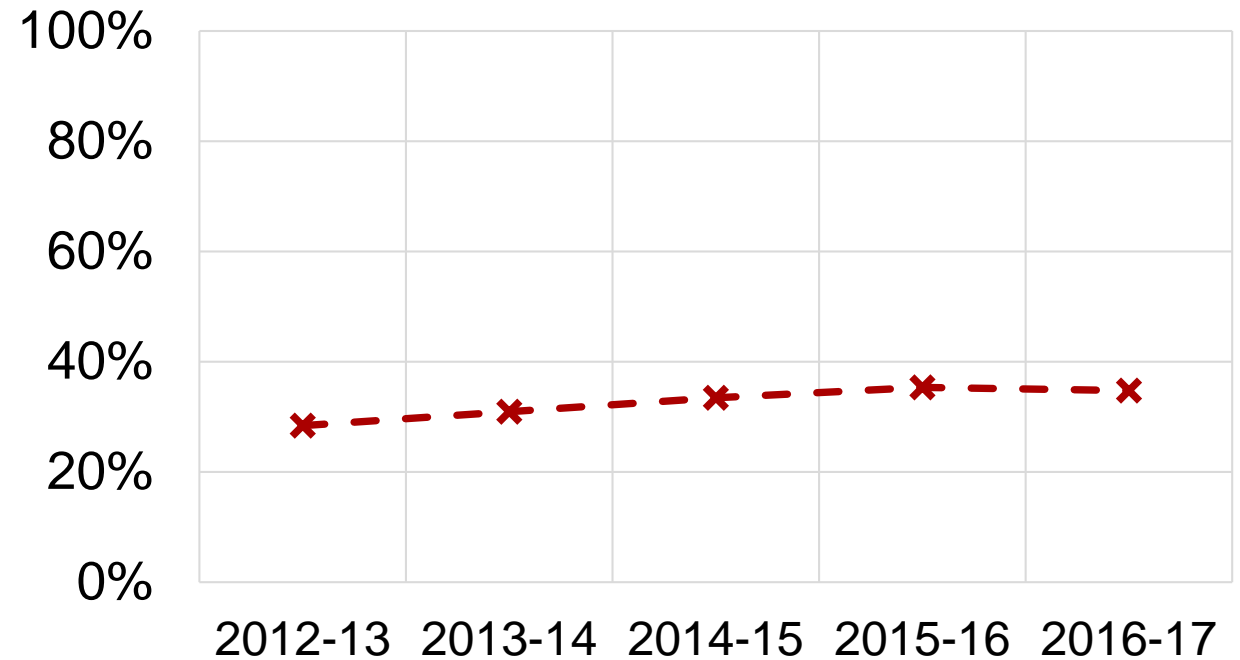
### Higher Education Five-Year Overview

—x— Washington state



### Competitive Employment Five-Year Overview

—x— Washington state



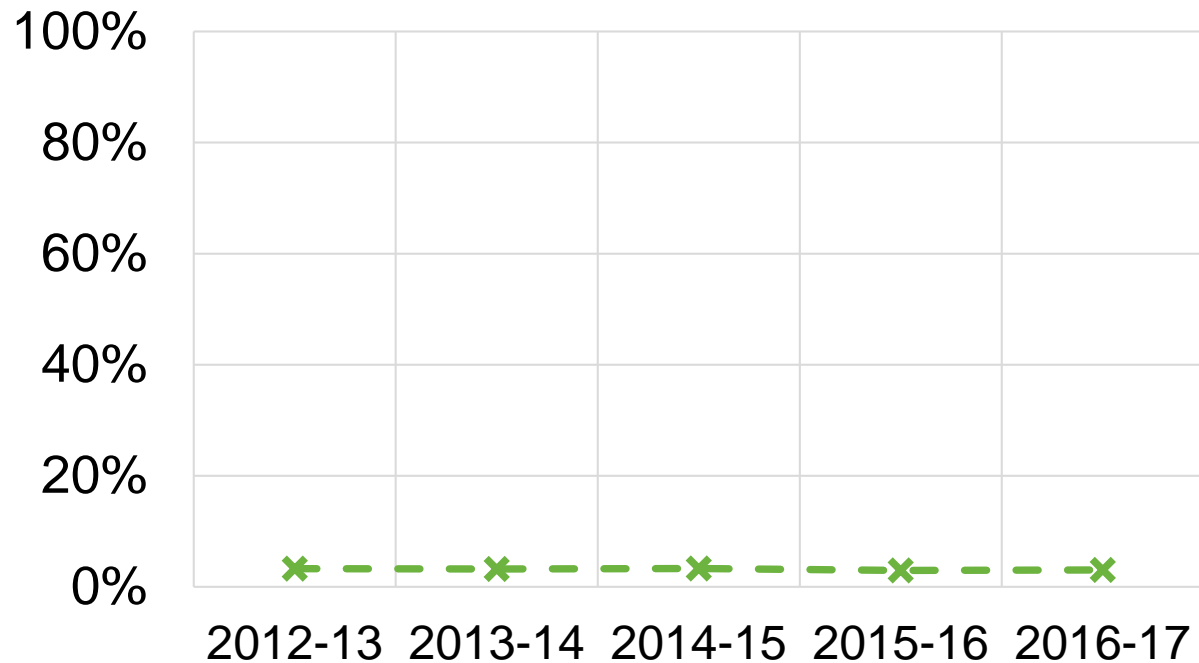
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Engagement Outcomes, Five-Year Overview

## Line Graphs [2 of 2]

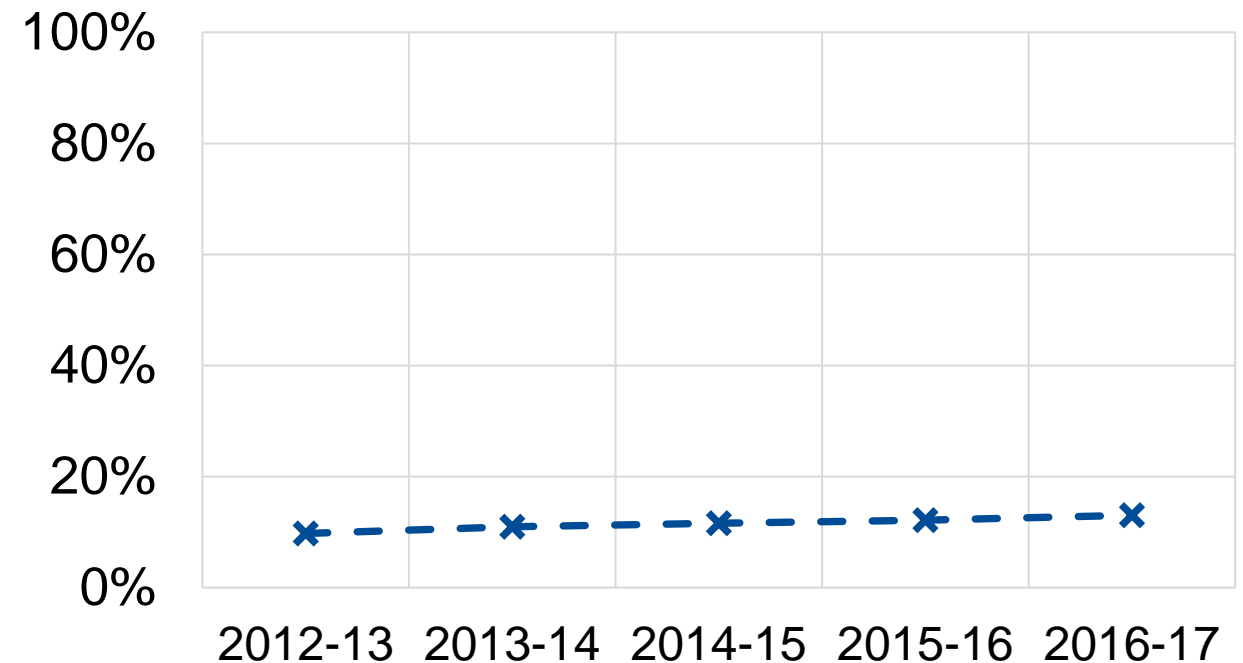
### Other Education/Training Five-Year Overview

—x— Washington state



### Other Employment Five-Year Overview

—x— Washington state



(CCTS 2019, Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17)

# State – Engagement Outcomes, Five-Year Overview Summary [1 of 2]

<b>Leaver Year</b>	<b>Sample Size</b>	<b>Higher Education</b>	<b>Competitive Employment</b>
2016-17	6475	21.3%	34.8%
2015-16	6081	21.8%	35.3%
2014-15	6153	22.1%	33.4%
2013-14	5717	22.3%	30.9%
2012-13	5348	23.8%	28.4%

# State – Engagement Outcomes, Five-Year Overview Summary [2 of 2]

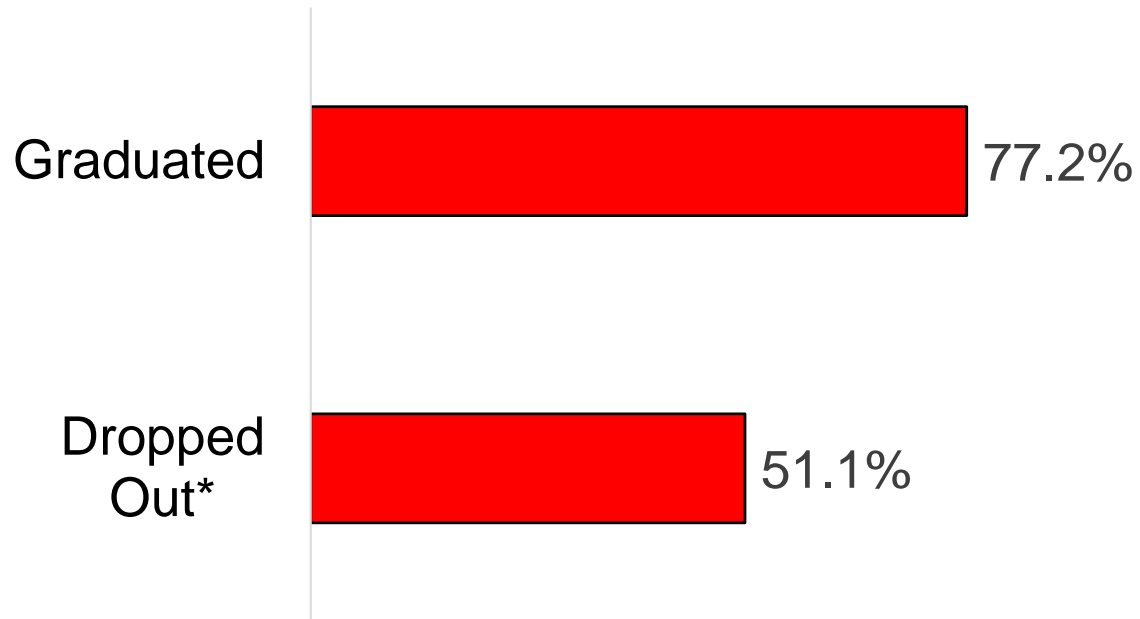
Leaver Year	Sample Size	Other Education/ Training	Other Employment
2016-17	6475	3.0%	13.1%
2015-16	6081	2.9%	12.2%
2014-15	6153	3.3%	11.6%
2013-14	5717	3.2%	11.0%
2012-13	5348	3.3%	9.8%



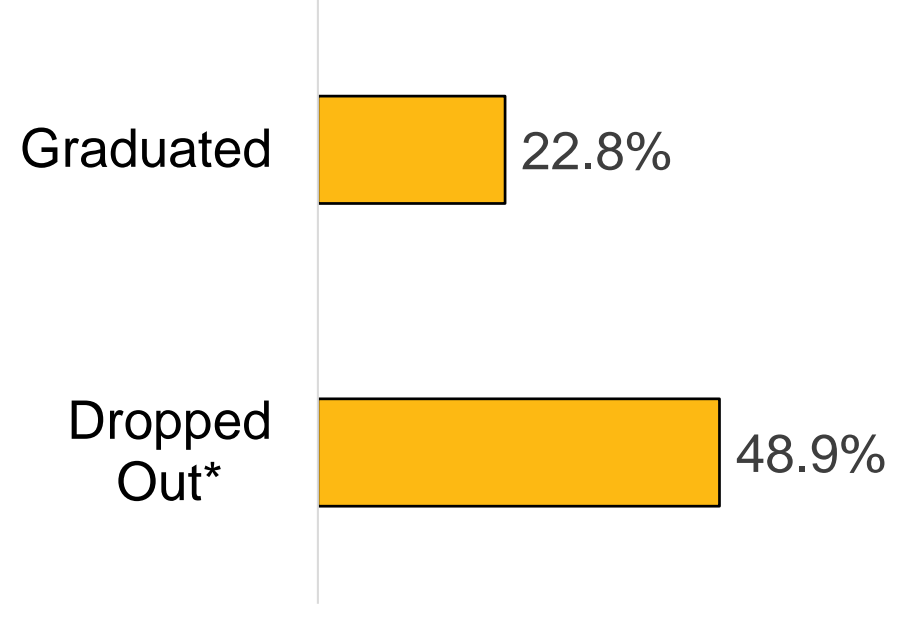
# Outcomes by demographic categories

# State – Any Engagement vs. No Engagement by Exit Categories Bar Charts

**Any Engagement by Exit Categories  
Washington state, 2016-17**



**No Engagement by Exit Categories  
Washington state, 2016-17**



\*Includes students who aged out or received an adult high school diploma or GED.

(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Any Engagement vs. No Engagement by Exit Categories Summary

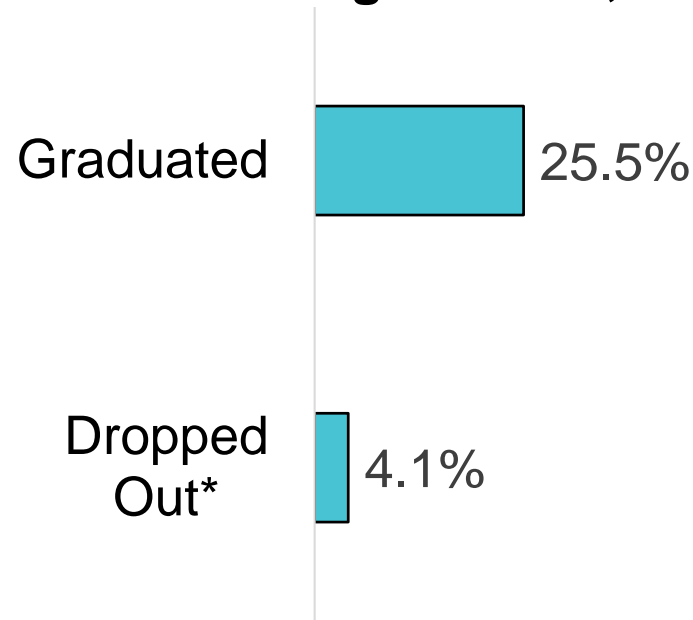
Exit Category	Sample Size	Any Engagement	No Engagement
Graduated	5219	77.2%	22.8%
Dropped Out*	1256	51.1%	48.9%

\*Includes students who aged out or received an adult high school diploma or GED.

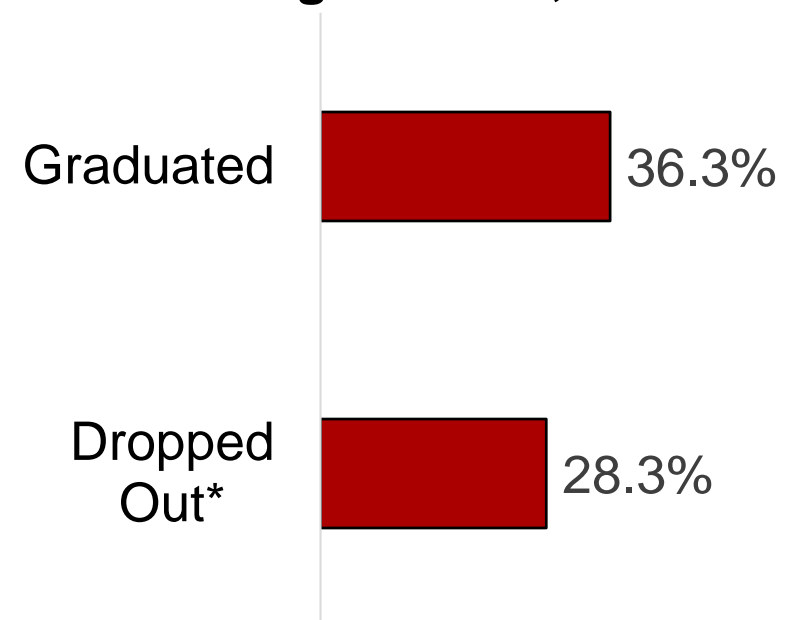
# State – Engagement Outcomes by Exit Categories

## Bar Charts [1 of 2]

**Higher Education by Exit Category**  
Washington state, 2016-17



**Competitive Employment by Exit Category**  
Washington state, 2016-17



\*Includes students who aged out or received an adult high school diploma or GED.

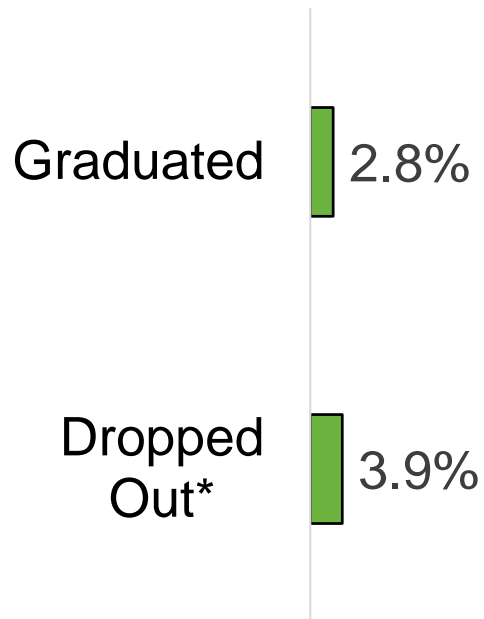
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)



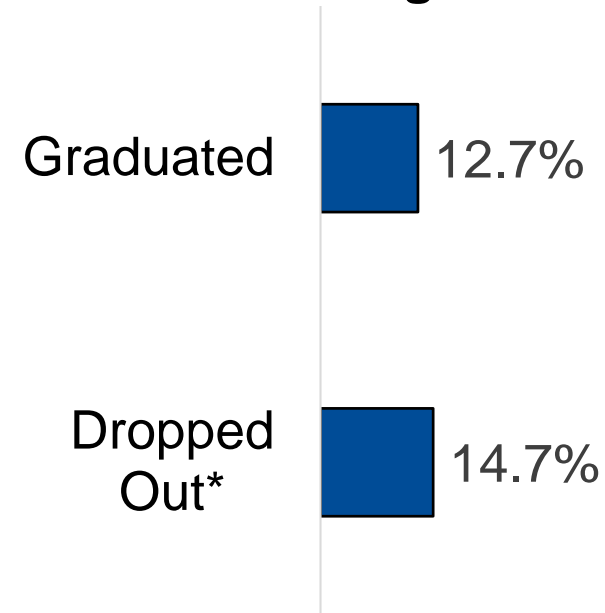
# State – Engagement Outcomes by Exit Categories

## Bar Charts [2 of 2]

**Other Education/Training by Exit Categories**  
Washington state, 2016-17



**Other Employment by Exit Categories**  
Washington state, 2016-17



\*Includes students who aged out or received an adult high school diploma or GED.

(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

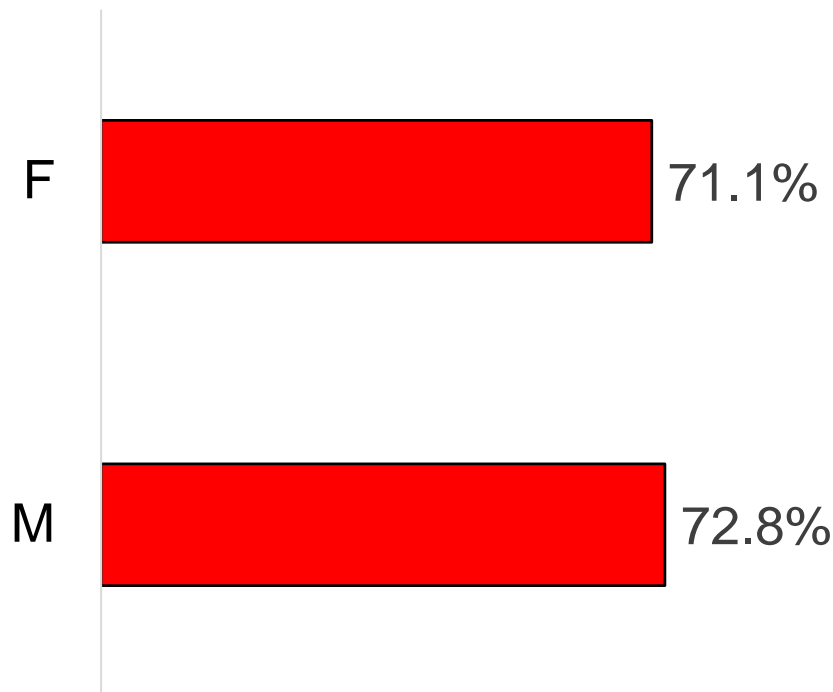
# State – Engagement Outcomes for Exit Categories Summary

<b>Exit Category</b>	<b>Sample Size</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
Graduated	5219	25.5%	36.3%	2.8%	12.7%
Dropped Out*	1256	4.1%	28.3%	3.9%	14.7%

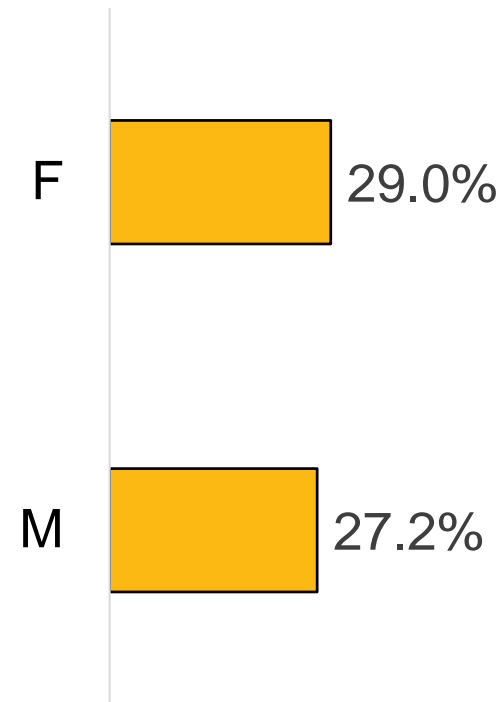
\*Includes students who aged out or received an adult high school diploma or GED.

# State – Any Engagement vs. No Engagement by Gender Categories Bar Charts

**Any Engagement by Gender Categories  
Washington state, 2016-17**



**No Engagement by Gender Categories  
Washington state, 2016-17**



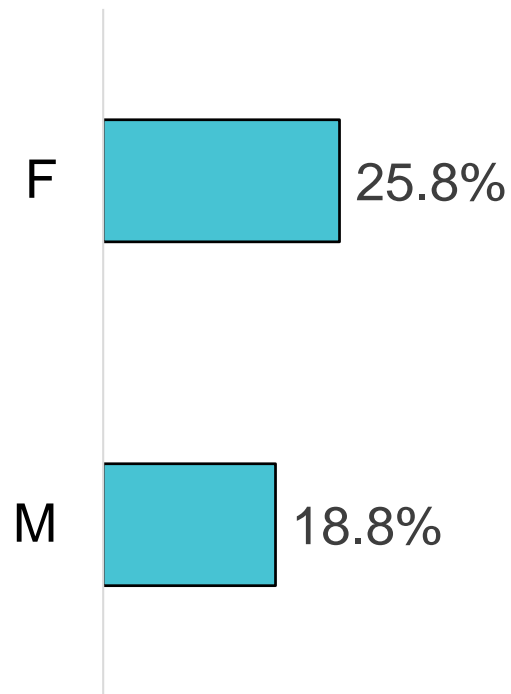
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Any Engagement vs. No Engagement by Gender Categories Summary

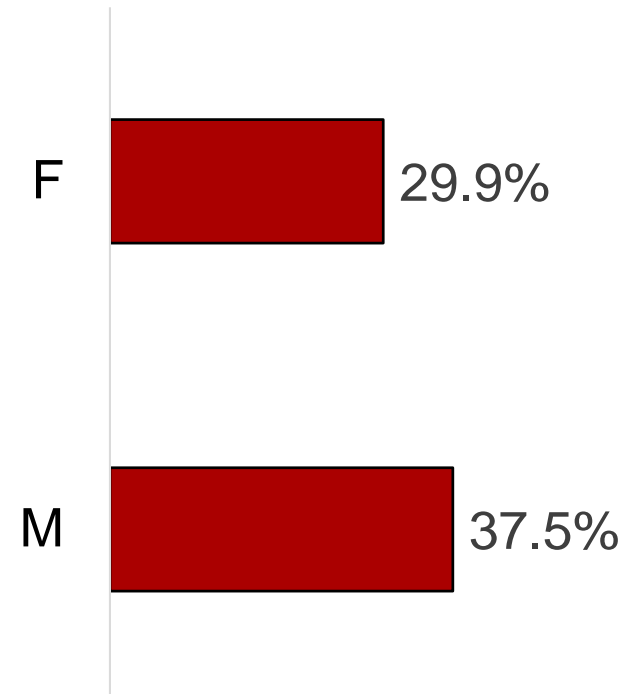
Gender Category	Sample Size	Any Engagement	No Engagement
F	2349	71.1%	29.0%
M	4126	72.8%	27.2%

# State – Engagement Outcomes by Gender Categories Bar Charts [1 of 2]

**Higher Education by Gender Categories  
Washington state, 2016-17**



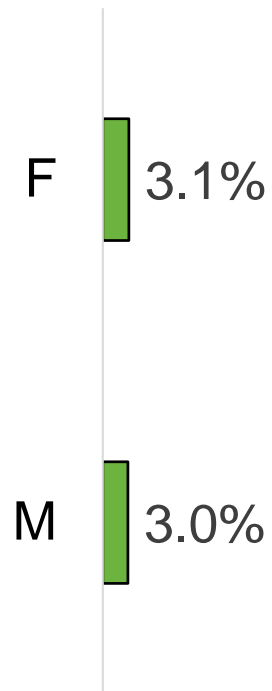
**Competitive Employment by Gender Categories  
Washington state, 2016-17**



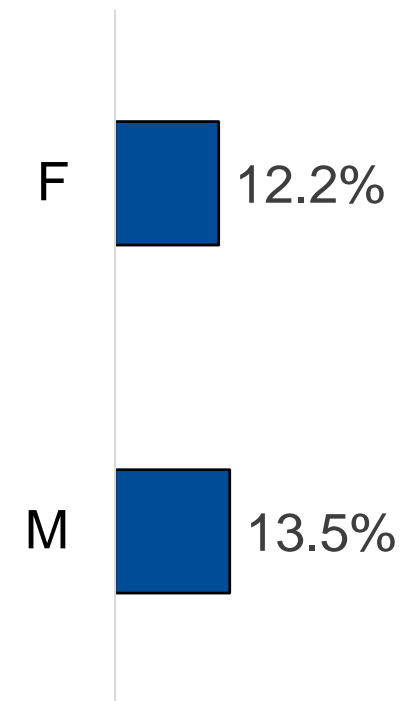
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Engagement Outcomes by Gender Categories Bar Charts [2 of 2]

Other Education/Training by Gender Categories  
Washington state, 2016-17



Other Employment by Gender Categories  
Washington state, 2016-17



(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Engagement Outcomes for Gender Categories Summary

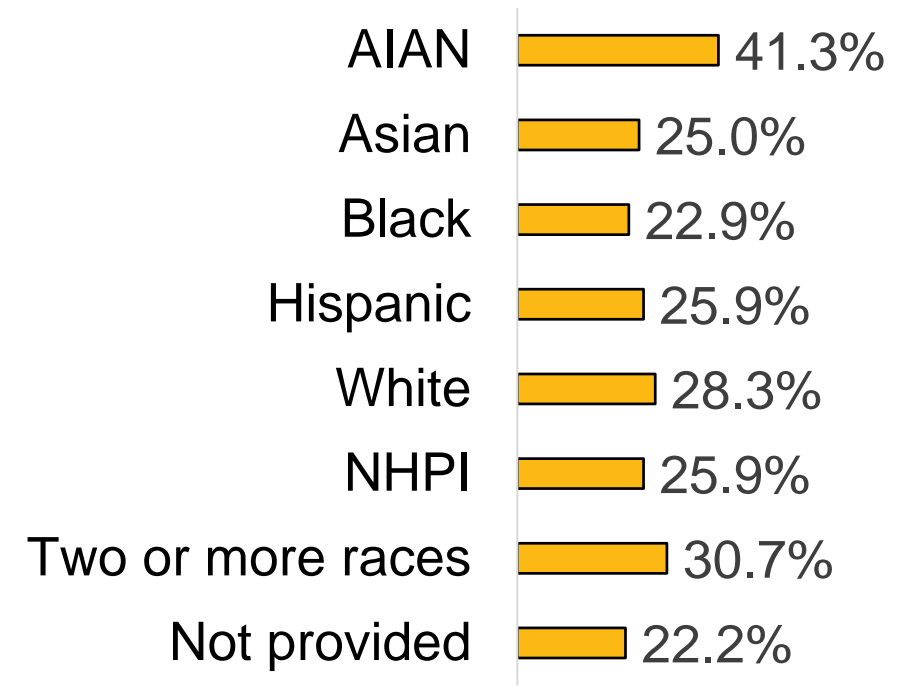
<b>Gender Category</b>	<b>Sample Size</b>	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Education</b>	<b>Other Employment</b>
F	2349	25.8%	29.9%	3.1%	12.2%
M	4126	18.8%	37.5%	3.0%	13.5%

# State – Any Engagement vs. No Engagement by Race/Ethnicity Categories Bar Charts

**Any Engagement by Race/Ethnicity Categories  
Washington state, 2016-17**



**No Engagement by Race/Ethnicity Categories  
Washington state, 2016-17**



(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

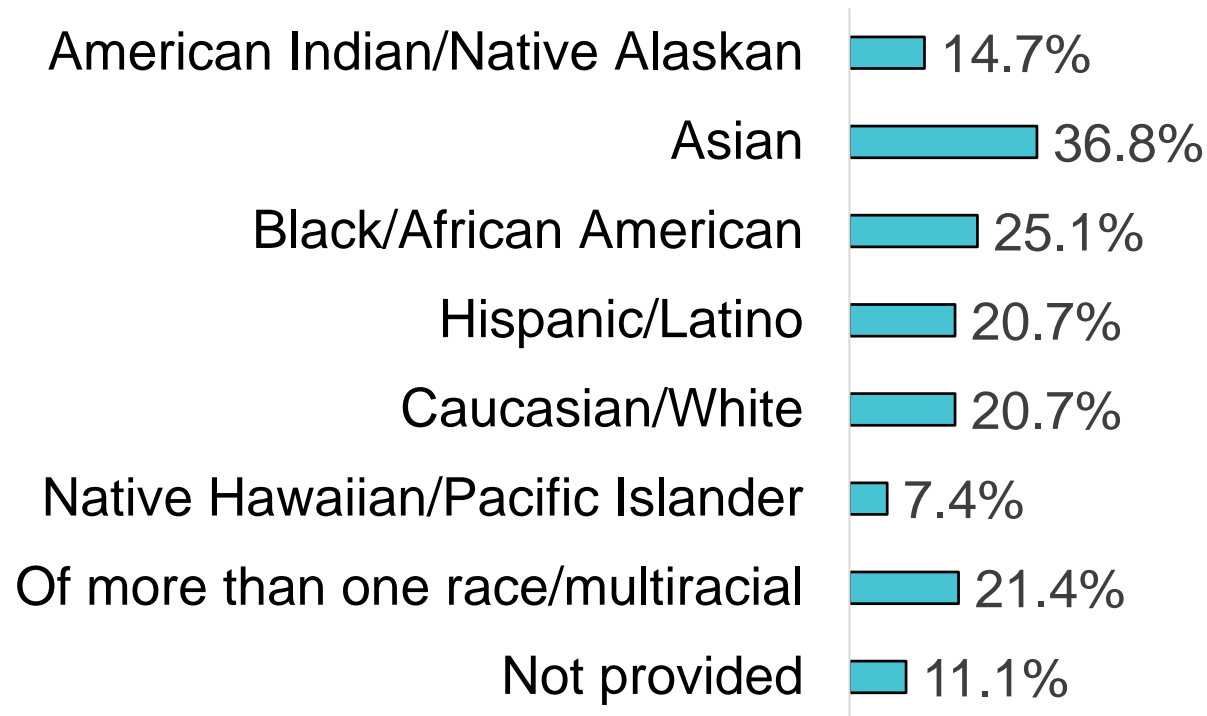


# State – Any Engagement vs. No Engagement by Race/Ethnicity Categories Summary

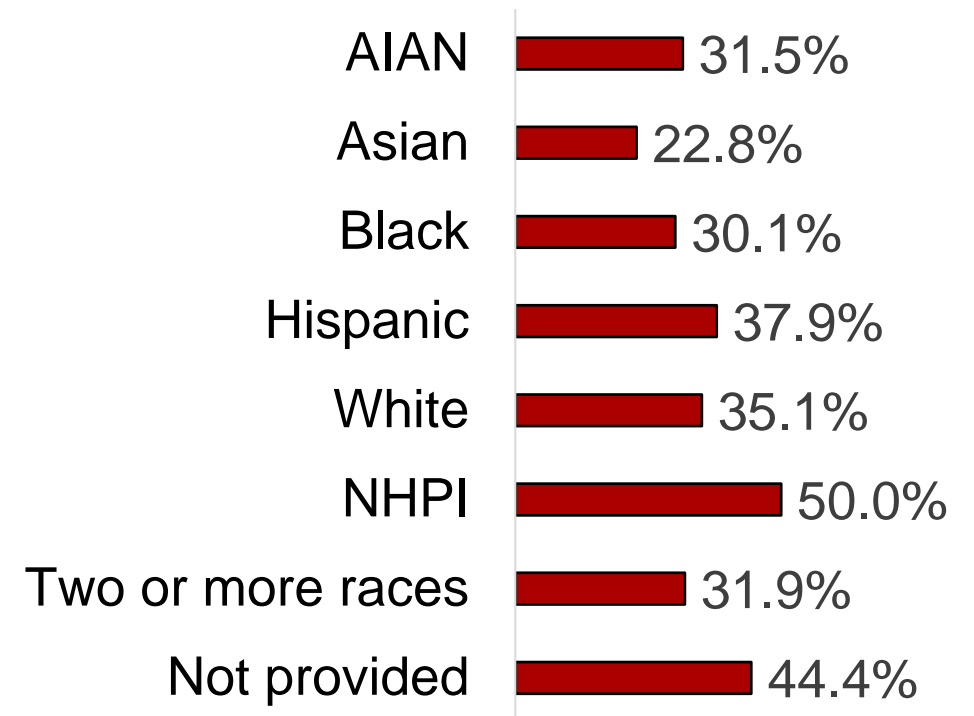
Race/Ethnicity Category	Sample Size	Any Engagement	No Engagement
American Indian/Native Alaskan	184	58.7%	41.3%
Asian	228	75.0%	25.0%
Black/African American	406	77.1%	22.9%
Hispanic/Latino	1436	74.1%	25.9%
Caucasian/White	3728	71.7%	28.3%
Native Hawaiian/Pacific Islander	54	74.1%	25.9%
Of more than one race/multiracial	430	69.3%	30.7%
Not provided	< 10	77.8%	22.2%

# State – Engagement Outcomes by Race/Ethnicity Categories Bar Charts [ 1 of 2 ]

**Higher Education by Race/Ethnicity Categories  
Washington state, 2016-17**



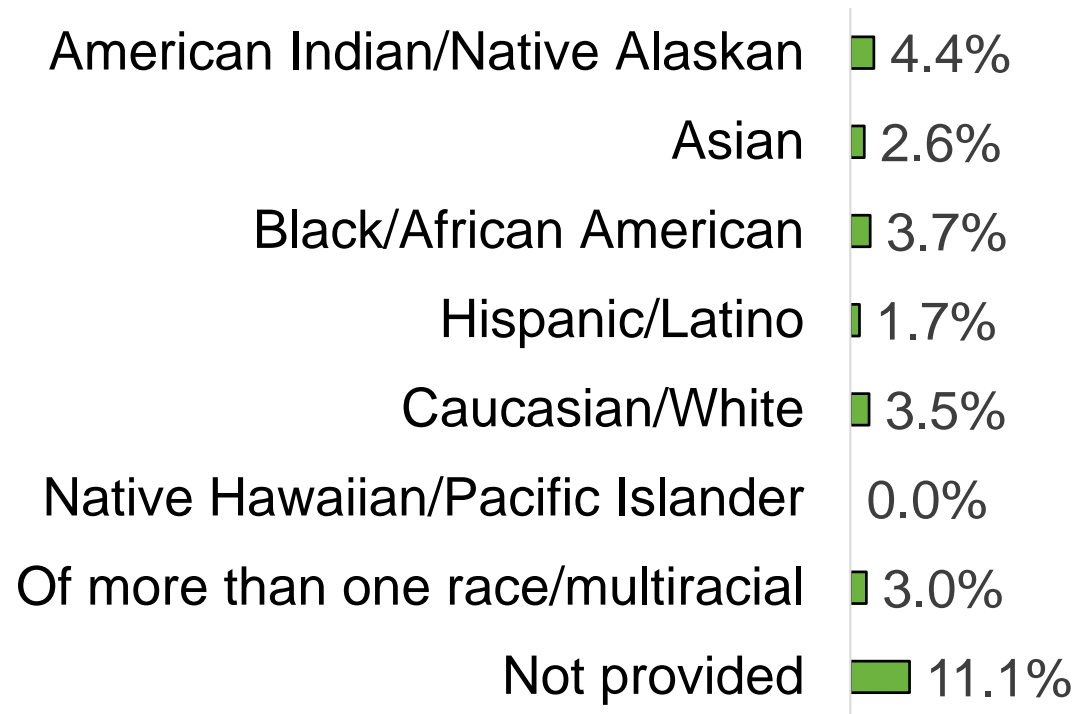
**Competitive Employment by Race/Ethnicity Categories  
Washington state, 2016-17**



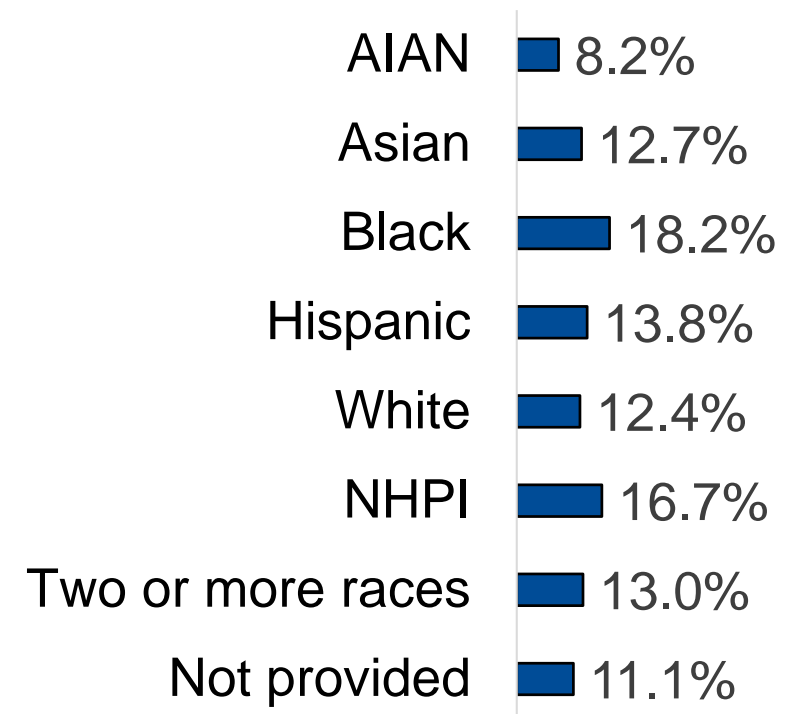
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Engagement Outcomes by Race/Ethnicity Categories Bar Charts [2 of 2]

**Other Education/Training by Race/Ethnicity Categories  
Washington state, 2016-17**



**Other Employment by Race/Ethnicity Categories  
Washington state, 2016-17**



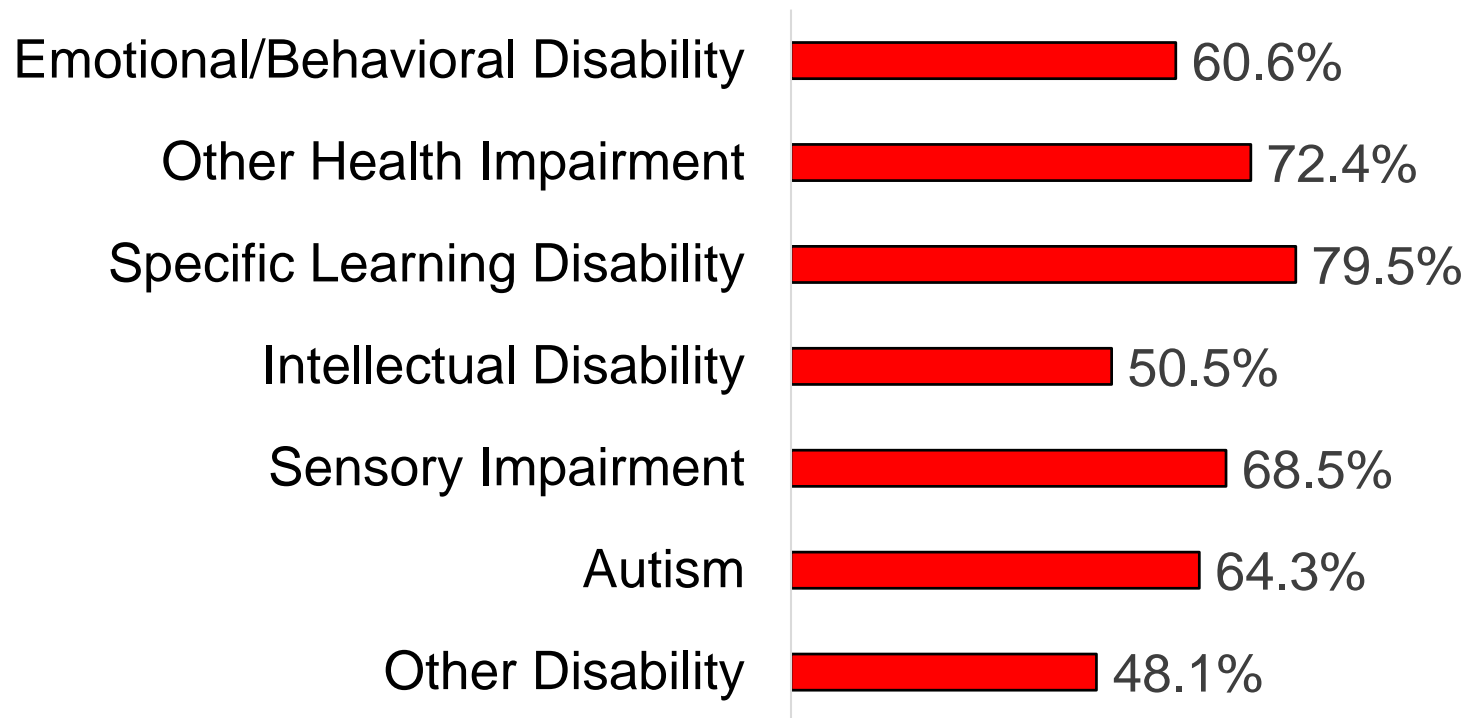
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Engagement Outcomes by Race/Ethnicity Categories Summary

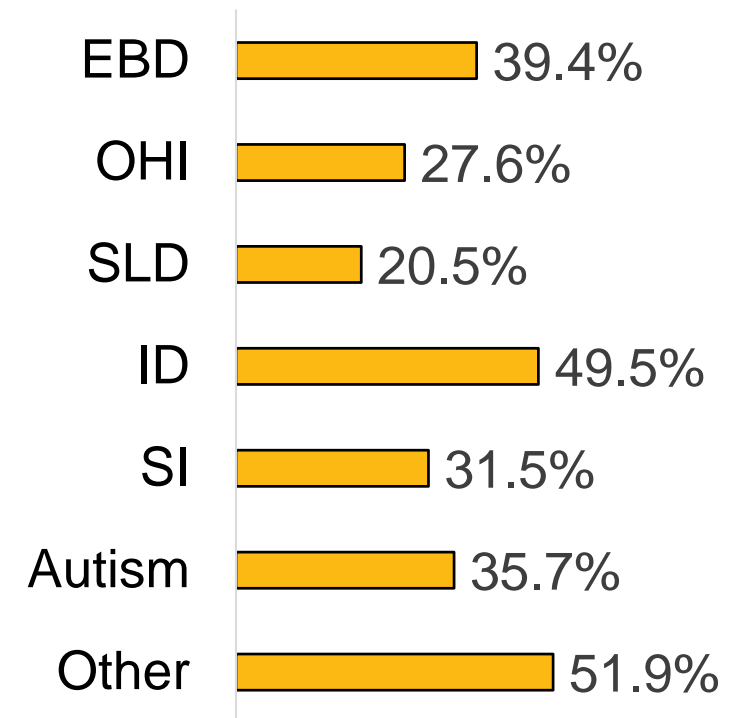
Race/Ethnicity Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment
AIAN	184	14.7%	31.5%	4.4%	8.2%
Asian	228	36.8%	22.8%	2.6%	12.7%
Black	406	25.1%	30.1%	3.7%	18.2%
Hispanic	1436	20.7%	37.9%	1.7%	13.8%
White	3728	20.7%	35.1%	3.5%	12.4%
NHPI	54	7.4%	50.0%	0.0%	16.7%
Two or more races	430	21.4%	31.9%	3.0%	13.0%
Not provided	< 10	11.1%	44.4%	11.1%	11.1%

# State – Any Engagement vs. No Engagement by Disability Categories Bar Charts

**Any Engagement by Disability Categories  
Washington state, 2016-17**



**No Engagement by Disability Categories  
Washington state, 2016-17**



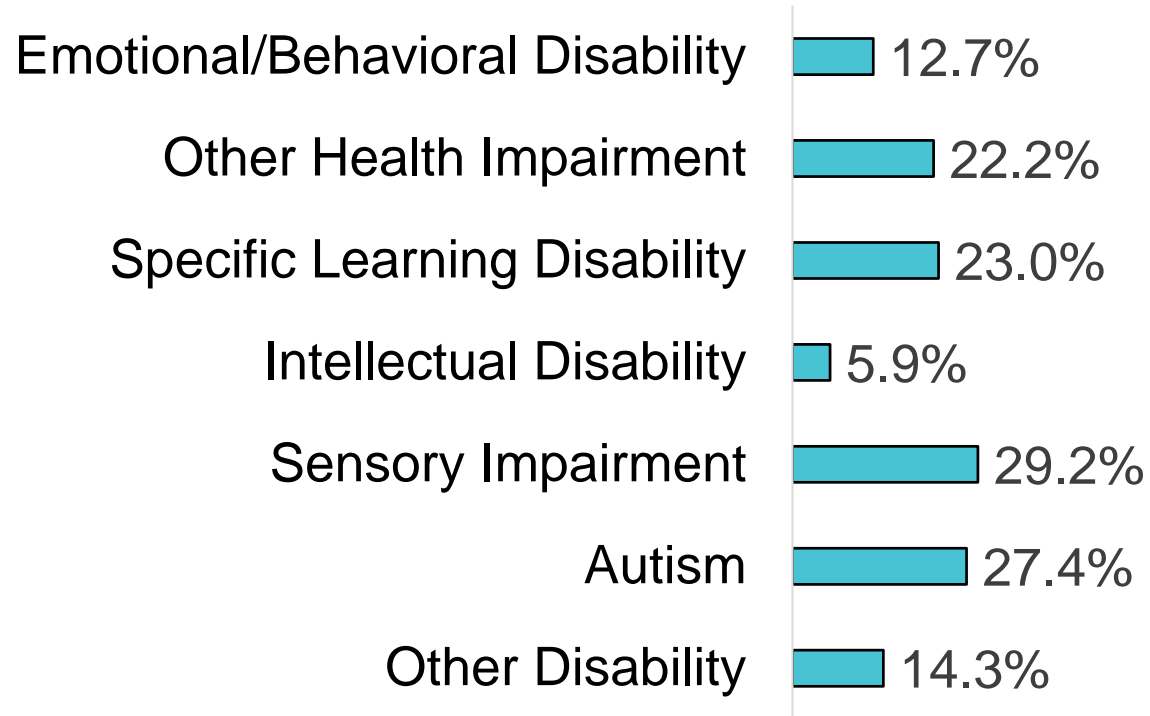
(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

# State – Any Engagement vs. No Engagement by Disability Categories Summary

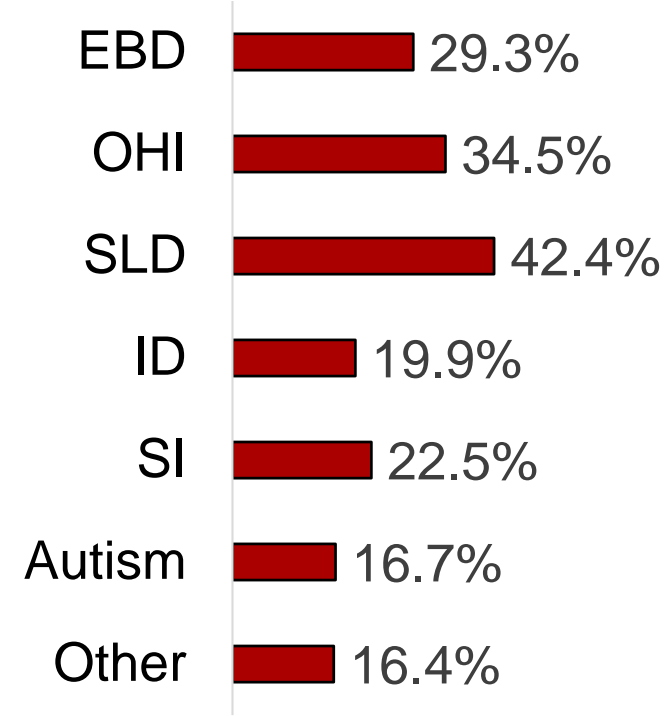
Disability Category	Sample Size	Any Engagement	No Engagement
Emotional / Behavioral Disability	307	60.6%	39.4%
Other Health Impairments	1682	72.4%	27.6%
Specific Learning Disability	3172	79.5%	20.5%
Intellectual Disability	392	50.5%	49.5%
Sensory Impairments	89	68.5%	31.5%
Autism	540	64.3%	35.7%
Other Disability	293	48.1%	51.9%

# State – Engagement Outcomes by Disability Categories Bar Charts [1 of 2]

### Higher Education by Disability Categories Washington state, 2016-17



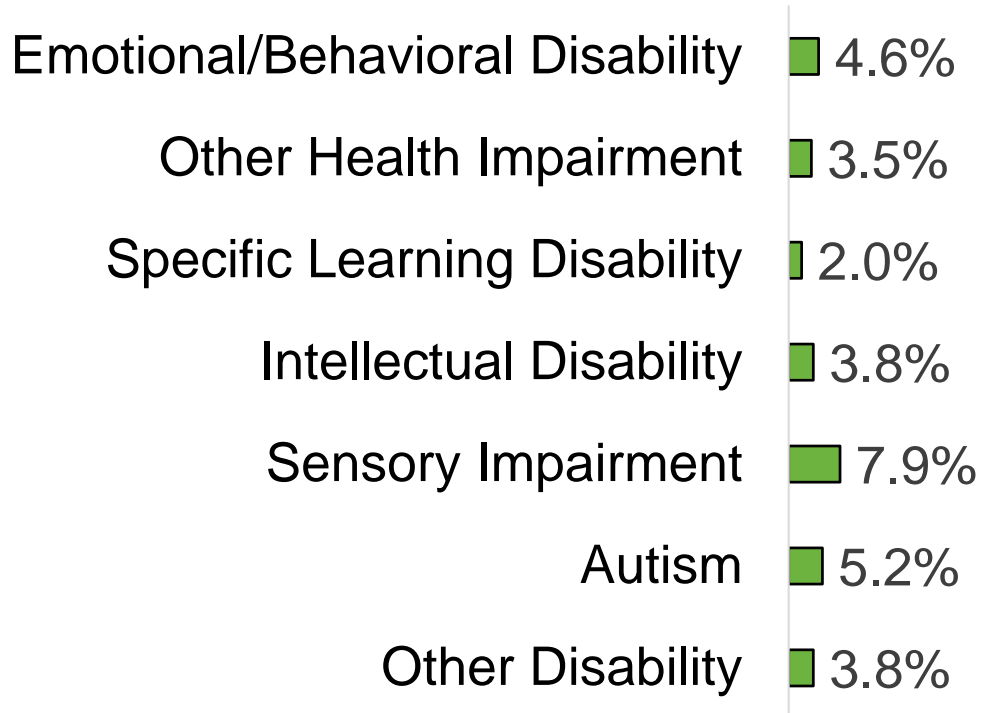
### Competitive Employment by Disability Categories Washington state, 2016-17



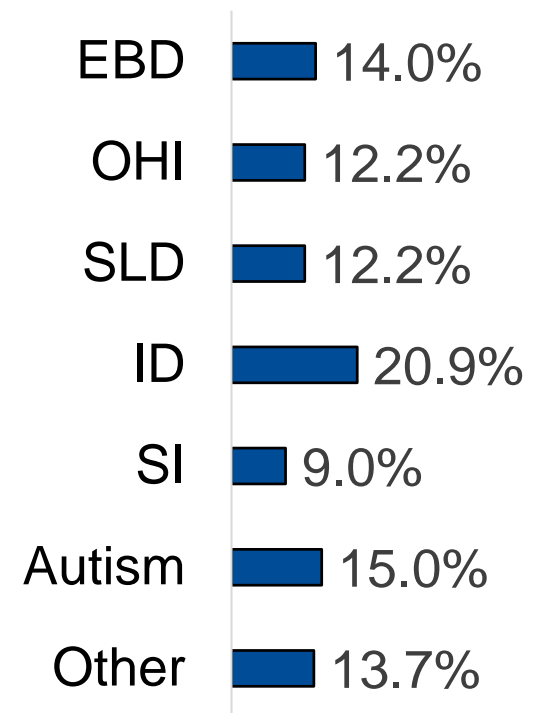
(CCTS 2019, Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17)

# State – Engagement Outcomes by Disability Categories Bar Charts [2 of 2]

**Other Education/Training by Disability Categories  
Washington state, 2016-17**



**Other Employment by Disability Categories  
Washington state, 2016-17**



(CCTS 2019, Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17)



# State – Engagement Outcomes by Disability Categories Summary

Disability Category	Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment
EBD	307	12.7%	29.3%	4.6%	14.0%
OHI	1682	22.2%	34.5%	3.5%	12.2%
SLD	3172	23.0%	42.4%	2.0%	12.2%
ID	392	5.9%	19.9%	3.8%	20.9%
SI	89	29.2%	22.5%	7.9%	9.0%
Autism	540	27.4%	16.7%	5.2%	15.0%
Other	293	14.3%	16.4%	3.8%	13.7%

# What do your data tell you?

# Examining your data: Compare with state data

- How do your outcomes compare with state outcomes?
- What changes have occurred over the past 5 years?
- Which subgroups are doing comparatively well/worse?

# Data Interpretation Worksheet (1)

What do the data show?	Hypotheses/ Questions	Data needed/ sources	Program Improvement
<p>Leavers in my district are engaged at a lower rate than the state (65% vs. 72%). The main difference appears to be in competitive employment (19% vs. 35%)</p>			

# Hypotheses/Questions

- What are your hypotheses about the data?
- Why do your district's results differ from the state?
- Why do outcomes for some subgroups differ?

# Data Interpretation Worksheet (2)

What do the data show?	Hypotheses/Questions	Data needed/sources	Program Improvement
<p>Leavers in my district are engaged at a lower rate than the state (65% vs. 72%). The main difference appears to be in competitive employment (19% vs. 35%)</p>	<ul style="list-style-type: none"><li>• Are there large differences between subgroups?</li><li>• What is our dropout rate? Is this impacting outcomes?</li><li>• What areas of transition services are we lacking?</li><li>• Are we providing enough community and work study experiences?</li><li>• Are we connecting students with appropriate agencies?</li></ul>		

# What additional data are needed?

- What data do you need to examine your hypotheses/questions?
- Are these data readily available or do you need to collect data?
- Can you use an evaluation tool?
- Think about both system-level and student level data

# Data Interpretation Worksheet (3)

What do the data show?	Hypotheses/ Questions	Data needed/sources	Program Improvement
<p>Leavers in my district are engaged at a lower rate than the state (65% vs. 72%). The main difference appears to be in competitive employment (19% vs. 35%)</p>	<ul style="list-style-type: none"><li>• Are there large differences between subgroups?</li><li>• What is our dropout rate? Is this impacting outcomes?</li><li>• What areas of transition services are we lacking?</li><li>• Are we providing enough community and work study experiences?</li><li>• Are we connecting students with appropriate agencies?</li></ul>	<ul style="list-style-type: none"><li>• PSO data</li><li>• District level data vs. state</li><li>• Dropout vs. graduate engagement</li><li>• QuIST</li><li>• Discussion/survey/IEP review</li><li>• PSO data</li></ul>	



# Evaluation Tools

- [Indicator 13: Transition IEP Review Tool](#)
  - Tool to evaluate whether all quality components of the transition IEP are present
- [QuIST: Quality Indicators for Secondary Transition](#)
  - The QuIST is a free program improvement tool that enables school districts to self-evaluate their transition services for students with disabilities.
- [NTACT Evaluation Toolkit](#)
  - Toolkit with resources to assist transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated.

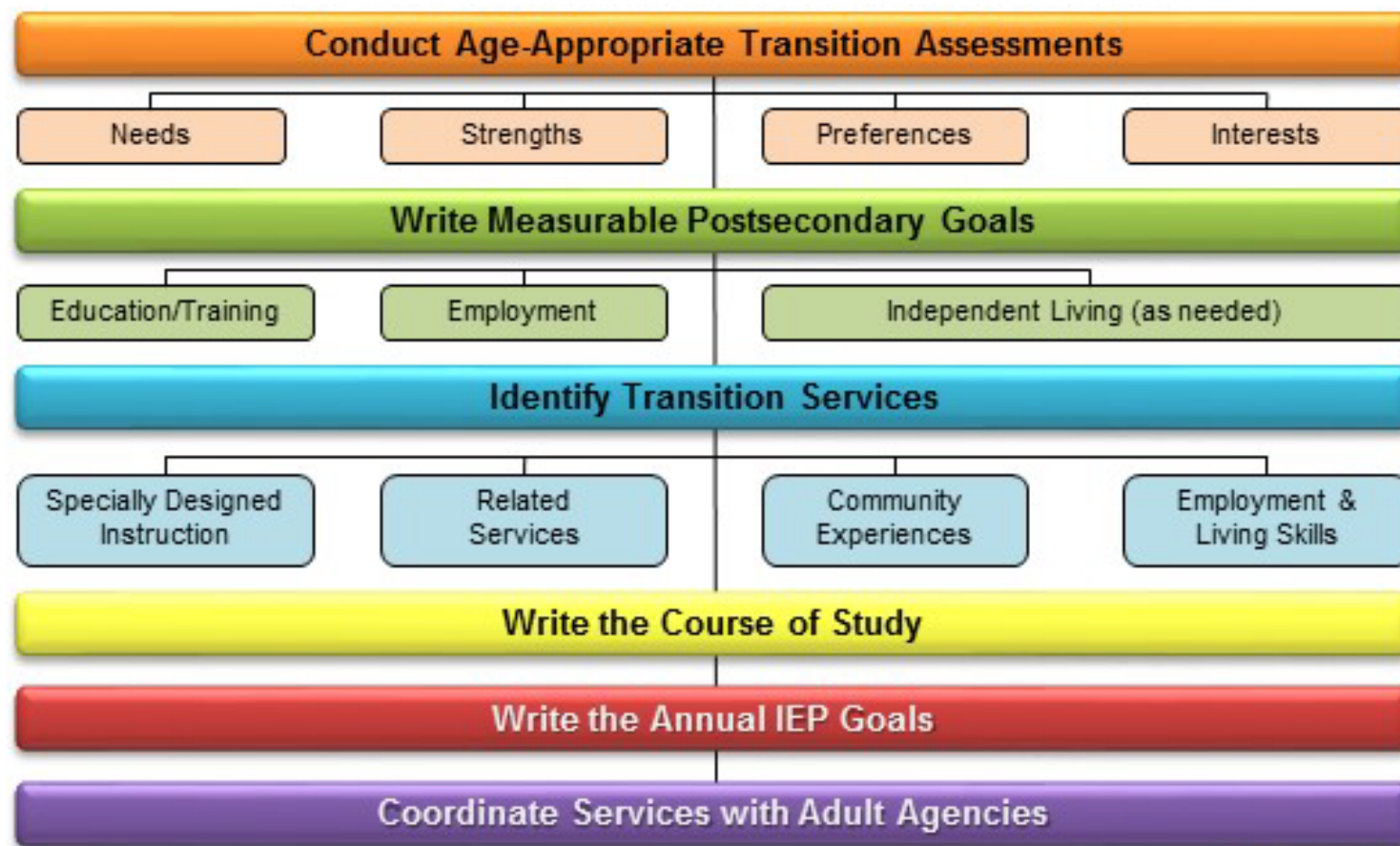
# Program improvement

- What programs could be improved or targeted based on this information?
- Keep in mind that data gathered may guide or change this
- May be district-level, school-level, or student-level changes

# What does the system need to support use of data for program improvements?

- Administrative leader
- Support for data collection
- Teachers make the calls
- Team review of data
- Facilitator for review of data
- Stories behind the data, “the heart part”

# CCTS Transition Services Flow Chart



(Johnson, 2012)

# Data Interpretation Worksheet (4)

What do the data show?	Hypotheses/ Questions	Data needed/ sources	Program Improvement
<p>Leavers in my district are engaged at a lower rate than the state (65% vs. 72%). The main difference appears to be in competitive employment (19% vs. 35%)</p>	<ul style="list-style-type: none"> <li>• Are there large differences between subgroups?</li> <li>• What is our dropout rate? Is this impacting outcomes?</li> <li>• What areas of transition services are we lacking?</li> <li>• Are we providing enough community and work study experiences?</li> <li>• Are we connecting students with appropriate agencies?</li> </ul>	<ul style="list-style-type: none"> <li>• PSO data</li> <li>• District level data vs. state</li> <li>• Dropout vs. graduate engagement</li> <li>• QuIST</li> <li>• Discussion/survey/I EP review</li> <li>• PSO data</li> </ul>	<ul style="list-style-type: none"> <li>• ?</li> <li>• Strategies to target dropout rate</li> <li>• QuIST results will guide</li> <li>• New curriculum, community and work-study sites</li> <li>• Interagency collaboration efforts</li> </ul>

# Implementation Resources

- [NTACT Predictor Implementation School/District Self-Assessment](#): Checklist to determine degree to which school/district is implementing practices that promote positive post-school outcomes
- [NTACT Toolkits](#): Collections of resources on a variety of transition-related topics, including Resource mapping, School based enterprise, Transition Assessment, and Transition Fairs
- [T-Folio](#): Free transition portfolio tool to guide youth in exploring, identifying, and planning for their desired post-school goals

# Questions?

Please complete a quick session feedback form. Thank you!

# CCTS Contact

## CCTS General Information

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206-296-6494

[www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)

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# Citations for PSO Charts and Data

Center for Change in Transition Services, Seattle University  
(January, 2019). *Indicator 14 Post-School Outcome Mini-Report,  
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# Additional Citations

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