

Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans

APPENDIX F: POST-SCHOOL OUTCOMES (INDICATORS 1, 2, 13, AND 14)



POST-SCHOOL OUTCOMES

(INDICATORS 1, 2, 13, AND 14)

Transition Planning for All Students: HSBP and IEP

Secondary transition services help youth with disabilities make the transition from the world of high school to the world of adulthood. Individualized Education Program (IEP) Teams work together to plan and implement academic and non-academic courses and programs of study that help all youth achieve successful post-school outcomes such as postsecondary education and training, employment, and community engagement.

The educational system is focusing on college and career readiness - transition for all, including students with disabilities - as an integral part of the educational curriculum and planning. Earning a livable wage often requires some post-secondary education and training; consequently, there is an increasing focus on the value of post-secondary education as part of the path to employment for middle skill as well as high skill jobs. This focus validates the need for all students to have a plan for their future as they leave the P-12 system.

In Washington, that plan is the High School and Beyond Plan and all students must have a HSBP to guide their high school experience and prepare them for postsecondary education or training and career¹. Students start their plan in seventh or eighth grade and then continue to revise it throughout high school to accommodate changing interests or educational and career goals. In addition, students with IEPs are required to have transition services included in their IEP (to be in effect not later than the year the student turns 16, or younger if determined appropriate by the IEP team). Both the state required HSBP and the federally required IEP transition plans support a student's smooth transition from school to adult life.

Focus on Post-school Outcomes - Indicators 1, 2, 13 and 14²

To better understand the data on post-school outcomes for student with disabilities, and subsequently use the data to improve high school programs and services, districts need to answer questions such as: **Which students stay in school and graduates? Who drops-out of school? What do our students do after they leave high school? How do students with disabilities fare compared to their non-disabled peers? How do we know the special education services we are providing contribute to achieving the purpose of the IDEA?**

One way to start finding the answers to such questions is to review state and district performance on IDEA Part B Performance and Compliance Indicators 1-14. These Indicators, provided by the Office of

¹ [ESHB 2224, Chapter 31, Laws of 2017](#)

² Under the IDEA, the OSPI Special Education Section is required to submit an Annual Performance Report (APR) to OSEP that incorporates performance indicators (provided by OSEP), activities, and targets for each indicator. In addition, OSPI must report publicly each district's annual progress for indicators 1-14. Indicators B1-Graduation Rates, B2-Dropout Rates, B13-Transition IEPs, and B14-Post-school Outcomes are identified as critical data related to achieving post-school outcomes and improving services.

Special Education Programs, measure compliance and effectiveness (performance) of a state's implementation of the Individuals with Disabilities Education Act (IDEA), Part B. A complete listing of all 14 Indicators is found on the OSPI Special Education [Technical Assistance webpage](#).

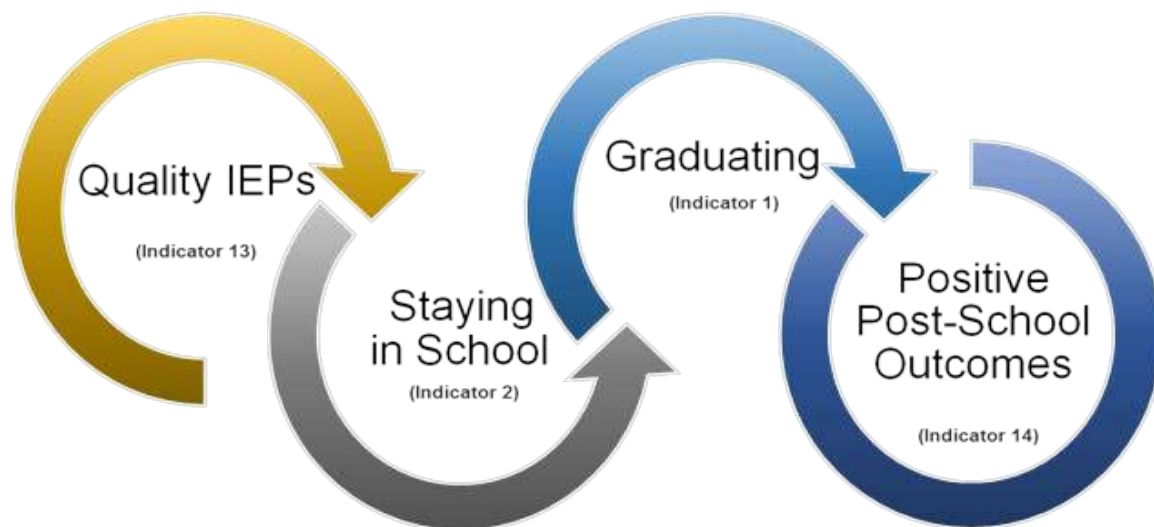
Quality IEP content reflects practices associated with improving post-school outcomes of students with disabilities, such as setting postsecondary goals based on transition-related assessments; aligning annual goals, instruction, and services with postsecondary goals; and collaborative planning and implementation among students, families, educators, and service providers³. Three other measures serve to illustrate the effectiveness of special education services. Respectively, their focus includes graduation rates, dropout rates, and students' post-school outcomes in terms of employment and attending post-secondary education. As illustrated in Figure 3, asking specific questions about state and local performance on the four "transition" measures can inform plans for improvement.

Four indicators are considered critical for achieving post-school outcomes: Indicators B1-Graduation Rates, B2-Dropout Rates, B13-Transition IEPs, and B-14-Post-school Outcomes. The IEP content represented in Indicator 13 reflects practices associated with improving post-school outcomes of students with disabilities, such as setting postsecondary goals based on transition-related assessments; aligning annual goals, instruction, and services with postsecondary goals; and collaborative planning and implementation among students, families, educators, and service providers (Kohler & Field, 2003). Improving transition education and services are key to improving students' post-school outcomes.

Three other SPP/APR indicators—Indicators 1, 2, and 14—serve to illustrate the effectiveness of special education; these indicators are considered performance versus compliance indicators. Respectively, their focus includes graduation rates, dropout rates, and students' post-school outcomes in terms of employment and attending post-secondary education. Information about these indicators can be especially useful for identifying areas of success and areas for improvement at the state as well as the district level. As illustrated in Figure 1, asking specific questions about state and local performance on the four "transition" indicators can inform plans for improvement. The mission of the [National Technical Assistance Center on Transition](#) (NTACT) is to assist state agencies to build capacity for program improvement at the local level. One aspect of this mission is to improve performance on SPP/APR Indicator 13.

³ Kohler, P.D, and Field, S. (2003). Transition-focused education: Focus for the future. *Journal of special education*, Volume: 37 issue: 3, page(s): 174-183, November 1, 2003.

Figure 1. Critical Interrelationship for Achieving Post-school Outcomes⁴



Under the IDEA, OSPI is required to submit an Annual Performance Report (APR) to the federal government on 14 performance indicators. Three of those indicators report on state and district performance concerning disproportionality. Indicator 4 reports on Suspension and Expulsion of students with disabilities; Indicator 9 reports information on overall Disproportionate Representation by race; and Indicator 10 reports information on Disproportionate Representation in Specific Disability Categories. OSPI must also publicly report each district's annual progress for Indicators 4, 9, and 10 (in addition to all Indicators 1-14).

Review the most recent results for Indicators 4, 9, 10, and 14 for the state and individual districts at the [Special Education Data and Reporting](#) webpage. Click on the link for the most recent Annual Performance Report to review state special education data. Click on the link for the most recent District Profiles to view special education data for your school district. You will need to input your district's county/district (CCDDD) number at the beginning of the excel document

Indicator 14 is Washington State's measure for the annual post-school follow-up survey. Districts conduct the post-school survey with students with disabilities who are no longer in school (graduated or dropped-out), had IEPs at the time they left, and were pursuing post-secondary education, training, and/or employment goals. Table 4 includes the federal definitions for post-school outcomes included in Indicator 14.

⁴ Center for Change in Transition Services (2017). [Writing effective transition plans](#), page 5. Graphic modified by CCTS from Kohler, Gothberg, and Hill. (2009). NSTTAC Evaluation Toolkit. National Secondary Transition Technical Assistance Center (NSTTAC): Western Michigan University.

Table 1. Indicator 14 Definitions⁵ of Post-School Outcome Measures for Students with Disabilities

Outcomes	Definitions
14.1 Higher education within one year of leaving high school.	Youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four- or more year program) for at least one complete term, at any time in the first year since leaving high school.
14.2 Competitively employed within one year of leaving high school.	Youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week or more for at least 90 days at any time in their first year since leaving high school. This includes military employment.
14.3 Some other education within one year of leaving high school	Youth have been enrolled on a full or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).
14.4 Participated in some other employment.	Youth have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)
14.5 Other/Not Engaged	Could not be categorized under 14.1, 14.2, 14.3, or 14.4 above.



Except where otherwise noted, this work by [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

⁵[Post-School Survey Guide: 2017-18 School Year](#). Retrieved from [Center for Change in Transition Services \(CCTS\)](#), Seattle University, Seattle, WA.