



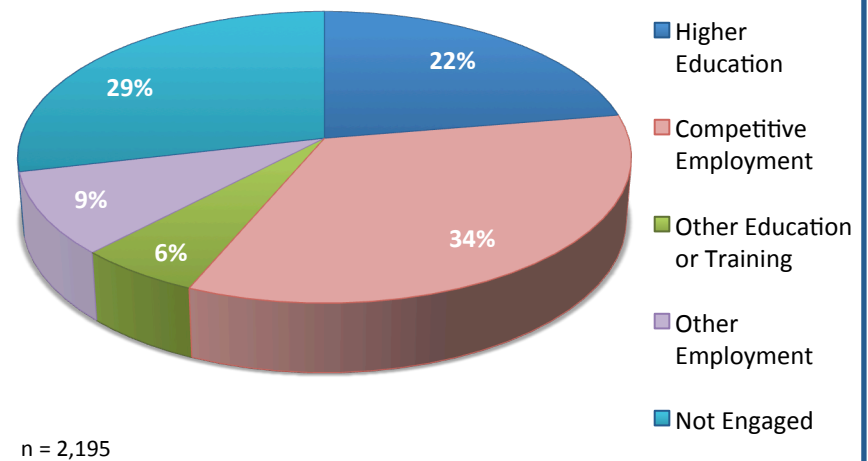
Post School Outcomes 2015 Follow Up Interviews with Special Education Students One Year Out

States are required to annually report post school education and employment outcomes for students who are on an IEP when leaving school. Oregon districts reported 4,236 youth ages 14 to 21 left special education for the final time during the 2013-14 school year. Of these, 2,761 were selected for a follow-up interview one year after leaving (using a stratified sample process). In 2015, interviews were completed with 2,195 youth (or family members) for a **response rate of 80%**.

Within one year of leaving school:

- 491 respondent leavers were enrolled in higher education. (22%)
- 747 respondent leavers were engaged in competitive employment (and not counted above). (34%)
- 126 respondent leavers were enrolled in some other postsecondary education or training (and not counted above). (6%)
- 202 respondent leavers were engaged in some other employment (and not counted above). (9%)
- 629 were not counted in any of the above outcome groups (29%) and are considered 'not engaged'

Engagement Outcomes Within One Year of Leaving School



Federal reporting requires that the number and percent for three measurements be submitted annually:

- 22.4%** = 491 youth enrolled in higher education at least one term divided by the 2,195 of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.
- 56.4%** = 1,238 youth enrolled in higher education or competitively employed within one year of leaving high school divided by the 2,195 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.
- 71.3%** = 1,566 youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment divided by the 2,195 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Measureable and rigorous targets have been established for the state and districts based on the three measurements. For 2015 follow up interviews, the state targets are A = 28%, B = 55%, and C = 70%. The last of these, outcome C shows the overall percentage of students engaged in some form of additional training for at least one term/semester, and/or working for at least 90 days. Whereas variation in the education outcome group or the employment outcome group can be reflective of economic influences, the overall 'engagement' during that first year out of school serves districts as a measure of the success students are having the first year after leaving school.

The following sections summarize the demographics of the students, the procedures used in collecting the data, and results for the measurements. For Federal reporting requirements, some categories are collapsed (i.e., all non-white students are summarized into a 'minority' category). However, for state reporting, if the number of responses is sufficient to protect confidentiality, data from more subgroups are provided for review.

What do these numbers mean? Are they representative?

Since not all of the 4,236 students leaving were contacted for interviews, the group that was interviewed is compared against the actual distribution of leavers in four areas: **gender, primary disability, ethnicity, and method of leaving**. Oregon reported that the sampled group of interviewed students matched the population of all leavers in all comparison areas except the method of exit. While 470 students who had dropped out of school were interviewed, the dropout group was 7% less than the actual population (21% rather than 28%). For all other comparison groups, the results obtained from the interviewed sample are representative, and can be used to describe the statewide population. A \pm 3% difference or less is considered representative.

Demographics and Procedure

Federally identified demographic variables. Of the 2,195 student interviews completed in 2015, 64% were male students, and 36% were female. The percentages of overall leavers in the actual population were 66% male and 34% female students. The number of interviews completed by students who dropped out (21%) was 7% less than the actual population, while the percentage of students interviewed that left with a regular diploma was 5% higher than the actual population of leavers (45% of actual, 50% of interviewed students). Students finishing with a modified diploma made up 16% of the students interviewed and 15% of the population of actual leavers. Students exiting at maximum age, or receiving an alternate certificate made up 6% of the respondents and 11% of the actual population. The ethnic participation included 3% Asian, 3% Black, 2% Native American, 19% Hispanic, 4% Multi-Racial/Ethnic, and 69% Caucasian. The participation for the disability groups included 3% Low Incidence Disabilities, 3% Communication Disorders, 8% Emotional Disturbance, 8% Intellectual Disabilities, 12% Autism, 18% students identified as Other Health Impaired, and 49% with Specific Learning Disabilities. These distributions were similar to the actual population of leavers.

Other demographic characteristics of the population of leavers. The follow-up interview process includes students aged 14-21 on the special education Child Count in the year before they exit. The 2013-14 leavers included 8% who were 14-16 years on that Child Count, 70% who were 17-18, and 22% who were ages 19-21.

Procedures. Districts with 15 or fewer leavers were required to interview all their exited students. Districts with more than 15 leavers were provided a list of students by the ODE. The district was then required to interview 15 students from that list, per building or program. Districts were asked to make at least six attempts to complete the interview. Overall, 68% were completed in one or two attempts, an additional 23% required three or four attempts. Some districts kept trying and made up to 11 attempts to complete the interviews. Districts selected the staff to make the calls and complete the interviews: statewide 33% were completed by teachers/specialists, 21% by educational assistants or paraprofessionals, 18% by Youth Transition Program personnel (YTP), 22% by clerical staff, 5% by administrators, and 1% by other staff. Interviews could be completed with the former students (47%) with a family member (46%) or other person who knew the student (7%). Districts have the option of completing an exit interview with students during their last year before exiting, asking about further education and employment plans: 836 of the 2,195 students (38%) completed the exit interview.

The following table presents information on the districts by size of leaver group. The size group comparison information is useful for districts in evaluating their PSO response rate and engagement outcomes.

	District Size					
	<i>Very Small</i>	<i>Small</i>	<i>Medium</i>	<i>Large</i>	<i>Corrections</i>	<i>Total</i>
<i>Leavers per district</i>	1-4	5-15	16-50	51-400		
<i>Number of districts</i>	53	48	41	20	2	164
<i>Total leavers</i>	121	430	1096	2562	27	4236
<i>Selected for interviews</i>	121	425*	838	1350	27	2761
<i>Number interviewed</i>	78	276	662	1165	14	2195
<i>Response rate</i>	64%	65%	79%	86%	52%	80%
<i>Engagement rate</i>	90%	76%	72%	69%	57%	71%

* Five students from one school were inadvertently not marked as required

What have we learned about Oregon's special education students one year after leaving?

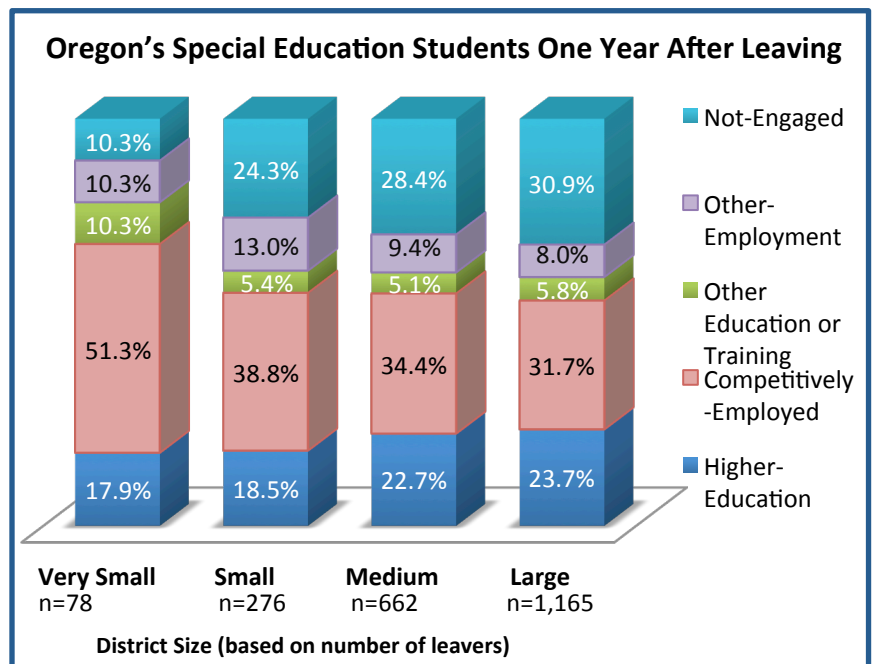
The federal reporting requirements for post-secondary outcomes look first at higher education, then competitive employment, and finally other training or employment outcomes. Respondents are included in the highest category for which their experiences in the 12 months after leaving high school fit them. If their education includes a 2- or 4-year higher education program with attendance of at least one complete term, they are not separately included in the competitive employment group even if they meet the definition of being competitively employed.

Higher Education. Of the 2,195 students, 491 were 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/semester, at any time in the year since leaving high school. For the very small districts (1-4 total leavers) 18% went on to higher education. For the small districts (5-15 leavers) 19% went on to higher education. For medium sized districts (16-50 leavers) 22% were in the higher education group, and for the largest districts (51+ leavers) 27% were reported in the higher education group.

Competitive Employment. Of the 1,704 students who were not in the higher education group, 747 met the federal definition of competitive employment: 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 for at least 90 cumulative days at any time in the year since leaving high school. This includes military service. For those districts with 1-4 total leavers, 51% were in this group. For districts with 5-15 leavers, 39% were competitively employed. For districts with 16-50 leavers 34% of their students were in this group, and for districts with 51+ leavers, 32% were competitively employed.

For this year's outcome collection, when the two measurements above are combined, the overall participation rate was greatest for the students from the smallest districts, with 69% in higher education or competitively employed. For the small and medium districts 57% of students were in higher education or competitively employed and 55% met this level for the large districts.

The federal outcome definitions also include other education or training (i.e., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program) and some other employment (i.e., farm, store, fishing, ranching, catering services, etc.). To be included, the experience needed to be 90 days (work) or one complete term (school). Of the 957 students who were not in higher education or competitively employed, 328 were included in this outcome group. 21% of students in very small districts were in other education or other work category. 18% of small district students, 15% of medium district students, and 14% of large district students were in other work or other school/training.



Not Engaged. Federal reporting requirements do not include students who fail to qualify for the three outcome measurements. However, the factors describing these 629 students (29% of all interviews) are of great interest to the districts and the state. The following page contains a table summarizing the answers to the follow up questionnaire for the students who report no activity or less than a 90 days experience in work or school activities, which results in their outcome group.

Trends. The overall engagement rate HAS increased from 82% in 2014 to 90% in very small districts and 68% in 2014 to 76% in small districts. The engagement rate for the medium districts was 72% and 69% for the large districts. The closer the districts come to interviewing 100% of their leavers, the more representative the results will be. The very small and small districts showed a response rate of 64% and 65%. Medium districts interviewed 79% and large districts interviewed 86% of their required number of leavers. Data from the districts with one to four students exiting must be viewed with caution, due to the very small number of students for each district.

The following two tables present the responses to questions on the follow up survey for all students interviewed (2,195) and the non-engaged students (629) by district size group and state totals. These results are by individual question and do not reflect the combined questions used for Federal Reporting. Not all students answered all questions.

All interviews (n=2,195)	Percent answering question with Yes					
	Very small	Small	Medium	Large	Corrections	All
Number of Students	78	276	662	1,165	14	2,195
Attend school during the 12 months? (% yes)	58%	40%	44%	44%	29%	44%
Attend a 2-4 year college or university?	5%	4%	5%	8%	0%	7%
Voc/tech school, mission, short term training	44%	30%	32%	27%	0%	29%
High School completion document	5%	3%	4%	5%	29%	4%
Completed entire term or semester?	47%	29%	35%	35%	14%	34%
Ever worked during the 12 months? (% yes)	83%	76%	70%	66%	57%	69%
Competitive setting or military?	86%	84%	83%	84%	50%	84%
Self-employed or Family business	9%	11%	9%	7%	0%	8%
Sheltered or Supported employment	5%	3%	5%	6%	0%	5%
Other employment/jail or prison employment	0%	2%	3%	3%	50%	3%
Work 90 cumulative days?	77%	64%	61%	57%	43%	59%
Work at least half time?	74%	62%	59%	52%	43%	56%
Receive same benefits as coworkers?	73%	58%	52%	47%	21%	51%
Earn at least minimum wage?	83%	69%	63%	58%	29%	61%
Have a driver's license? Learners permit?	58% + 6%	49% + 7%	46% + 8%	37% + 8%	0% + 0%	42% + 8%
Where are you currently living?						
Family	56%	70%	68%	71%	7%	69%
Campus or military base	5%	5%	4%	4%	0%	4%
Independently or with friend	33%	19%	21%	16%	14%	18%
Foster home, group home	4%	2%	2%	3%	0%	3%
Homeless/ jail	0%	0%	1%	1%	7%	1%
No answer/ other/missing	1%	4%	5%	4%	71%	4%
Why haven't you worked since high school?	n = 11	n = 49	n = 150	n = 307	n = 1	n = 518
Haven't found job	18%	20%	21%	19%	0%	20%
Don't want or need to work	18%	6%	9%	7%	0%	8%
In school	27%	37%	27%	26%	0%	27%
Disability	27%	16%	19%	24%	0%	22%
Baby/family	0%	6%	9%	6%	0%	6%
Medical	9%	12%	8%	7%	100%	8%
Need skills/help	0%	2%	6%	11%	0%	8%

The following information reports on students who did not meet Federal definition of engagement: working at least half time for at least minimum wage for at least 90 cumulative days, or completing at least one term or semester of specific training or education. Not all students answered all questions.

Interviews with 'Not Engaged' outcome (n=629)	Percent answering question with Yes					
	Very Small	Small	Medium	Large	Corrections	All
Number of Students	8	67	188	360	6	629
Attend school during the 12 months? (% yes)						
Attend a 2-4 year college or university?	0%	3%	3%	4%	0%	4%
Voc/tech school, mission, short term training	25%	4%	4%	4%	0%	4%
High School completion document	0%	4%	4%	2%	17%	3%
Ever worked during the 12 months? (% yes)						
Competitive setting or military?	13%	28%	14%	11%	17%	14%
Self-employed or Family business	0%	1%	4%	1%	0%	2%
Sheltered or Supported employment	0%	1%	1%	3%	0%	2%
Work at least half time?	13%	22%	14%	11%	17%	13%
Receive same benefits as coworkers?	13%	24%	15%	8%	0%	12%
Earn at least minimum wage?	13%	30%	18%	15%	17%	17%
Have a driver's license? Learners permit?	13% + 0%	15% + 6%	14% + 5%	11% + 5%	0% + 0%	12% + 5%
Where are you currently living?						
Family	88%	87%	68%	69%	0%	70%
Independently or with friend	0%	6%	15%	10%	0%	11%
Foster home, group home	13%	4%	4%	8%	0%	6%
Homeless/ jail	0%	0%	3%	3%	17%	3%
Why haven't you worked since high school?	n = 6	n = 24	n = 87	n = 157	n = 1	n = 275
Don't want or need to work	33%	8%	14%	8%	0%	10%
Baby/family	0%	13%	15%	10%	0%	11%
Disability	50%	33%	31%	43%	0%	39%
Haven't found job	0%	21%	30%	27%	0%	27%
Medical	17%	25%	10%	12%	100%	13%