

The Results Are In: Post-School Outcomes for Students Who Left School in 2022-2023 TRANSCRIPT

Slide 1-Title Page

Hello, everyone, and welcome to the results are in post school outcomes for students who left school in 2022, 2023 school year. I'm Charlotte Alverson, and I'm conducting this presentation on behalf of the Oregon PSO Team for the Oregon Department of Education, and my other team members are Cindy Post and Jackie Burr, who do so much to support this data collection throughout the year.

Slide 2 – Indicator 14: Post-School Outcomes

So, just to recap what indicator 14 Post School Outcomes is--It is a Federal Reporting Requirement. It's been in place since 2006. Indicator 14 is one of 17 indicators used to measure how well states fulfill the purpose of IDEA.

One of those purposes is **to ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.**

Former students must meet the criteria in one of 4 outcome areas to be counted as engaged for this Federal Reporting Requirement. Those 4 outcome areas are: Higher education, Competitive employment, Other post-secondary education or training and other employment.

Former students not meeting the criteria for an engagement category, are categorized as “not engaged” for the purposes of Federal Reporting and measuring the extent to which students are prepared for further education, employment, and independent living.

Slide 3 – Outcome Category Criteria

Those 4 outcome categories again: Higher education, Competitive employment, Other Post-Secondary Education or Training, and Other Employment.

These are hierarchical, so, if a student is participating in 2 or more of these categories, they're counted in the highest category.

So, for Higher Education, the student must be enrolled in either a Community College or a 4-year College or University, and complete one term. It doesn't matter about the type of class they're in. It could be for an audit class. It can be Independent Living classes. It can be full or part-time as long as they're at a 2-year community college, or a 2- or 4-year college or university.

For competitive employment, the former student must: Have worked for pay at or

above minimum wage; in a setting with others who are non-disabled; work an average of 20 hours a week; for 90 days at any time since leaving high school; and this includes whether those days are consecutive or cumulative.

If a young adult has moved into the military and enlisted in the military service, then that's counted as competitive employment.

To be counted in the category of Other Post-Secondary Education or Training, again, full- or part-time, in an education or training program that's less than 2 years and not at a community college or a university. So, some examples there, technical school, adult education, community education classes would all be counted under other post-secondary education or training. Again, they must have completed one term to be counted in this category.

And then the 4th category is Other Employment. Again, they must have worked for pay or been self-employed, for 90 days since leaving high school. This can include a family business such as farming or a store, fishing, ranching, excuse me, fishing, ranching, catering services, subsistence living would all count as other employment.

Slide 4 – Oregon's PSO Data Collection Methods

Oregon collects Post School Outcome data, using interviews with former students or their designees. Their interviews are to be recorded into the PSO 2.0 app.

All former students, sometimes you'll hear me say those are former leavers or exiters. It's all referring to the former students who have been out of school for at least a year, and this includes those who reached maximum age, were expected to return and did not, dropped out of school, or graduated with any completion document.

Interviews in Oregon are conducted by school personnel. Here, you see the percentages of interviews that were conducted by the different personnel groups. 31% of the interviews conducted in summer of 2024 were conducted by a teacher or a specialist. And then, you see, 27% of secretarial-clerical staff, administration assistance program supports, data specialists, and so forth.

Post school outcome data have to be collected when a student has been out of school for 365 days. And for Oregon that data collection window is June to September.

Slide 5 – 2024 Data Collection Efforts

In terms of the data collection efforts in 2004, excuse me, 2024, there were 5,138 total school leavers. 131 of those were ineligible for the follow-up interview. That means they had either returned to school, they were still in school--had never exited, they were out for less than a year or had deceased.

That left 5,007 eligible school leavers for interviews. 398 refused to be interviewed or terminated the interview before the minimum questions were answered. Unfortunately, 1,754 were unable to be contacted, and that means that there was no contact

information available or the information that was available was wrong; there was no response, meaning that contact information was valid; someone left a message--received no answer; or there was no attempt to contact, meaning that there were no questions answered, and no indication that attempts were made.

In total, there were 2,855 completed interviews, and this is within about 100 of what we typically see for the last 3 to 4 years in Oregon.

Slide 6- Data Quality Consideration: Response Rate

So, I'm often asked about how good our data need to be in order to be good data. What we're talking about here are data quality considerations. The 1st one is response rate. So, how many participants responded? This year we have a 57.0 2% response rate. That means out of those 5,007 who were eligible for the interview, 2,855 completed the interview.

That is an increase of a little over 5% from last year's response rate. So, congratulations to those people who worked on getting those interviews. Respondents from the 22-23 school year were primarily former students and their families and designees. This is a big change that we've seen in the last couple of years--more students responding. So again, kudos to everyone who's working to inform the student about the potential interview and getting those students to interview.

We're still seeing a few other respondents who are not either a family member or the student responding.

Slide 7 – Oregon Trend Response Rate by School Year

Just wanted to share with you the Oregon Trend Response Rates by School Year for the last 5 years.

So, just to give you an idea of how the comparison was for the 21-22 school year compared to the 22-23 school year. So, a few more eligible individuals in the 21-22 school year than we see in the 22-23. But again, there was an uptick in the overall percentage.

Slide 8 – Data Quality Consideration: Representation

Another consideration for data quality is representation or representativeness. And what we're doing when we look at representativeness is comparing key characteristics of those individuals who responded to the total leaver group. So, we want them to be very similar--those who respond to those who were in the census of the total leavers. We look at the difference between the target leaver representation. So, that's the total population and the respondent representative. That's the students, the former students, or their designee who responded. When we see a difference that is greater than plus or minus 3% then we say that difference is significant, and it is important to consider.

So, here you see a table of the representativeness. And let's see if I can find my pointer. Here we go, all right. So, total leavers. That's the total number of students who are eligible for the follow-up survey 5,007. And then total respondents, those are the people who responded to the survey the interviews, 2,855.

We're looking at the characteristics related to SLD-Specific Learning Disability, ED-Emotional Disturbance, ID-Intellectual Disability, and then all other disability groups are categorized under this AO-All Other category, and that's because their numbers are typically too small to break out for comparison purposes.

We also look at gender, race/ethnicity, geographic location by rural, and then English language learners, and dropouts.

So, coming down here to the target leaver representation 41.44% of the target leaver group receive services for a Specific Learning Disability, 39.75% of the total respondent group received services for a specific learning disability. The difference between 41.44, and 39.75 is minus 1.69%. So, this is that important difference that I was telling you about, that if we see a difference of plus or minus 3%, that's important. So, we look across here and we see that our representation between the 2 groups is really very good until we get down here to drop out. Our dropout category is underrepresented. That's what that minus represents by -4.9%. And so, we can't say that our post school outcome data for 22-23 leavers is representative of those who dropped out. We can say that it's representative of these other groups. We can say that our data are representative for students with disabilities, female/male gender differences, minority, rural, and English language learners. But our data do not represent those who dropped out of school.

Slide 9 – Oregon's PSO Results for School Year 22-23

So, here's just a look at our overall results for the 22-23 school year again. 5,007 former students in total population. 2,855 respondents for that 57.2% response rate. 2,103 were engaged, or 73.66%. Leaving 752 or 26.34% are not engaged. And the pie chart on the right simply shows that same information by the 5 different categories. So, Higher Education, Competitive Employment, Other Post-Secondary Education or Training, Some Other Employment, and then Not Engaged.

Slide 10 – 5 Numbers > 3 Engagement Rates A, B, C

So those 5 numbers, those 5 engagement categories, Higher Education, Competitive Employment, Other Post-Secondary Education or Training, Some Other Employment, the 5th category being Not Engaged are aggregated to come up with 3 engagement measures A, B and C. And so, this table here shows you how A, B and C are aggregated from the 1, 2, 3, 4, and 5 numbers, and how to calculate those by category. One, Higher Education is equal to measure A and it's the number of former students enrolled in Higher Education, divided by the total number of respondents. For Measure B, it's Higher Education plus Competitive Employment divided by the total respondents. And then measure C is your overall engagement rate categories 1, 2, 3, and 4 divided by the total respondents. The difference there being the not

engaged. And that's how we get the non-engaged percentage.

Slide 11 – Oregon's Measures A, B, & C

Again, just another way to see it so that you can follow along with the math. So, in higher education, 714 respondents reported being in higher education--that's 25.1%. Again, 714. For measure. A.

Slide 12 – Oregon Targets

Oregon has to set targets each year toward achieving their post-school outcomes. The 3 targets again, the measures are a starting at the bottom B and C, and the achieved data is the darker bar. The lighter bar is the target that was set. So, for student leavers, in the 22-23 school year, measure A, the target was 34%, and Oregon achieved 25.1%. So, did not meet the target for measure A.

But look at what's happening in measure B. The target was 58% and the achieved data was 62.24%.

Measure C, the target was 76%. And oh, so close at 73.66%, which, if I remember correctly, that's about 66, or 67 more youth who needed to be engaged to meet target C.

Slide 13- % of Respondents Engaged in Measures A, B, & C

So, this graph shows you the percentage of respondents engaged in measures A, B and C across the last 5 years. So, when we look down here at measure A back in 2018-19, 24.8% were enrolled in higher education and going across time to the most recent data collection, the 22-23 school year 22.9%. So, there is a slight decrease in the number of students who are enrolling in higher education. You can also see down here in the axis that in 22-23, there were 2,855 leavers who responded, and in 2018-19, 2,399. So, we have more students responding but fewer enrolling in higher education.

You can see the change over time in measure B, and then also the change over time in measure C.

Slide 14 – Historical Engagement/Not Engagement

That 5th category, that not engaged category, is where you really can start to make some use of your data, and look at how do we move students out of the not engaged category into one of the other 4 engagement categories?

And so, this graph shows you Oregon's historical, engaged, and non-engaged display, going back to 2009 and running through 20-23. Again, just to give you a sense of the percentage of respondents who are engaged, that's the overall measure C, and those who are not engaged. So, running right at 25%-26% across time.

Slide 15 – Respondents by Exit Method

The next set of graphs is going to show you what this year's data looks like by 5 different categories.

This one is the method of exit. It breaks down the statewide respondent group. So that's this 1st bar here on the far left that 2,855. What percentage is not engaged in some other employment, enrolled in other post-secondary education or training in competitive employment, or enrolled in higher education?

And then, when we break that percentage down by the State, we start to see standard diploma, modified diploma, alternate certificate, reached maximum age, extended diploma and drop out. So, pay attention to the ends there when you're looking at percentages.

And then the bullet points just simply summarize what the graph is telling you by category. So, by method of exit the largest percentage of respondents who achieved a standard diploma were engaged in higher education or competitively employed at nearly equal percentages. So, you see here, 39.5 to 38.7 percent, respectively. So, you see, these 2 bars here are nearly the same. But if you look at, modified out of the 733 respondents who received a modified diploma. The largest majority of them were enrolled, or excuse me, were in competitive employment, 41.6%.

So, this is just looking at your Postschool Outcome Data by the different characteristics.

Slide 16 - Respondents By Type of Disability.

Again, the highest percentage of respondents who receive special education services for specific learning disability were engaged in competitive employment, 48.2%. See that here in the big bar. Again, the bar to the left is the statewide respondent total. So, you can make a comparison between different disability groups.

Again, all other disabilities are aggregated due to the small ends across some of the categories.

Slide 17 – Respondents by Ethnicity

This chart shows respondents by race/ethnicity.

Slide 18 – Respondents by Gender

The last one is gender. So, by gender highest percentage female respondents were engaged in competitive employment, as were males when we look at within the gender groups. But when we compare across, you see that our males are more likely to be in competitive employment, whereas our females are enrolling in higher education. Again, pay attention to those ends when we're looking at percentages.

Slide 19 – Using PSO Data to Improve Transition Services

So, let's talk about how to use your data to improve transition services. Typically, we think about data quality questions. What was our response rate? Was it better or worse than it was last year? Are the interviewers making multiple attempts, on multiple days, and at different times to reach former students? If you're only trying to reach former students and their families during the typical school day, remember, too, that's when most people are working. So, you may be getting an underrepresentation of respondents who are engaged because they're not available to take the phone call.

Are interviewers conducting the optional exit interview before the student leaves school? The reason this is important is because that exit interview gives you the opportunity to 1) talk about the post school outcome interview that will be conducted in a year and 2) it's an opportunity to collect information about that contact. What's the best way to contact you? And who would you like to be interviewed by when you're out of school? So, the exit interview is completely optional, but it is a good opportunity again to let the students know that they're going to be contacted, why they're going to be contacted, the type of information that's going to be asked, etc.

Another question to consider is, how representative were the respondents compared to the total leavers for Oregon. Oregon has a rich history of having really good representation, with the exception of that dropout category. So, the fact that we have representation within that plus or minus 3% across everything except dropout is a good indicator of the quality of Oregon's overall data.

When we look at who's responding and who isn't responding to the interview, we can ask, are there certain disability category groups that are responding less than others? We can also look at ways to increase responses from students who drop out. We know at the national level that it's such a hard group to contact, because school wasn't always a positive experience for them, so they don't want to re-engage with school sometimes, or they have dropped out because there are other things going on in their life. So, we recognize that it's a hard group. But what can we do to try to reach those to include them in the information?

Again, are we collecting multiple forms of contact information before the student leaves school. We know cell phone numbers change frequently. So, is there snail mail US Postal Mail address that we have? Do we have phone numbers for younger siblings, other family members, best friends? Just how many different ways can we think of contacting a potential student?

And then another data quality question is around again that notification that there will be a follow up interview. Who's going to conduct it? Why, you're asking these questions, how you're going to use the information? So, when do we let families know about the interview?

And then, are the people who are conducting the interviews trained?

The PSO system is designed to display certain questions in response to certain answers given. If you're doing this interview on paper, which we hear frequently that's what's happening, it requires the interviewer to be much more skilled and much more familiar with the data collection tool because it doesn't automatically display. You must know how to read the tool and make sure that the right questions are being answered. So, make sure that all your interviewers are trained in how to collect the data using the tools that are available through the Department. The PSO 2.0 app is really important in terms of getting good data quality and then asking the question, how can we improve our data quality? What do we need to do to get better data?

So, once you've got your data, it's always important to use those data to improve programming. I mean, ultimately, that's what we are charged to do as special educators--to prepare students for further education, employment, and independent living. We do that through our transition training services, transition programming and general education.

Slide 20 - Using PSO Data to Improve Transition Services (2)

So, how do we use our data to ask questions about our outcomes? You can start by saying--How do our outcomes compare to previous years? Are we at about the same place? Did we institute something new, and therefore we think that our outcome should be better as a result of it. When we look at our data by subgroups of students, are they engaged and not engaged at different rates? So, do we see students who have emotional disturbance services being engaged differently than those who have specific learning disabilities? Why or why not? What influences that engagement of our students? What in-school services are we providing to help students get a job for 90 days?

How do we provide transition services for all students who receive special education services? So, making sure that there's opportunity for things like career awareness, participation in CTE (Career and Technical Education), student development, self-determination. Those are all transition services that students may be needing as part of their preparation for their education and employment. Are we implementing the strategies that have been shown to predict post school success. So those are the evidence-based predictors of post school success, lovingly nicknamed the Predictors. Again, things like career awareness, career and tech education, transition programs, self-determination, self-advocacy. Those are examples of predictors. There are now 23 of them, and again, those are in-school experiences that prepare students for success after high school.

We know that there is a strong correlation between students participating in Career and Tech Education while they're in school and being enrolled in further education or employment after school. So, do all our students enroll in Career and Tech. Ed.? Are they participating in a formal transition program, such as what used to be called the Youth Transition Program or other transition programs?

How do we provide work-based learning opportunities for students?

All right. So those are some of the questions you can ask in regard to using your postal outcome data. We're happy to support you, looking at your data more in depth, and getting you some graphic displays to see your data.

Slide 21 – Announcements & Upcoming Events

Remember that you can access your post school outcome data through the Department's SPR&I system. If you don't have access to that, reach out to Shava at the Department of Ed, and she can help you with those access.

In April, we'll open the 2025 data collection. We start by encouraging and making available to you a student list to review, to make sure that the students who are on your list to be called, are the ones who should be there, making sure that those who are ineligible are not on your list, and making sure those that are eligible are there for you to contact.

Starting in June, the PSO 2.0 app will open. The 1st Thursday in June this year falls on the 6th of June, and it will close the last Monday in September, which will be the 29th of September.

So that'll be our data collection window for 2025-June 6, through September 29th.

Slide 22 – Resources

Don't forget there are lots of resources on the transitionoregon.org webpage. The PSO resources are just one small component of that wonderful website specific to PSO. We are developing a lot of one-pagers: 1) Identifying Your Post School Outcomes Team. Why is that important? How do you do that? 2) What is the process for that follow-up student list Review? 3) New this year, we're doing one on What Is Consent? What Is a Refusal? That is an area where people are still having difficulty distinguishing a refusal from a response; 4) Capturing Engagement in the Interview. What that looks like; 5) How to read that interview for certain questions and certain answer categories, so that you know how to mark those based on what the former student or their designee is telling you; 6) and some advantages of the exit interview. So again, these are one-pagers that are available on the transitionoregon.org website.

Also be on the lookout for Just-In-Time videos that will accompany these one-page resources. We'll do the Just-In-Time videos 2 or 3 min at a time.

Slide 23 – Save the Dates: 2025 PSO Trainings

All right. Lastly, there are some trainings coming up, so this will be posted by the end of February. This recording that I'm doing now.

We hope to see you at the Oregon Statewide Transition Conference. OSTC. That's coming up March 13th and 14th in Eugene. There'll be a session that Shava and I will present at the conference. We'll also have the PSO Information table. So, a lot of the

one-pagers will be available as well as some other resources.

April the 11th we will have a recorded presentation Ready Set Go for PSO. Taking a dive into PSO 2025. So that's going to be an overview of the processes and timelines changes in the PSO 2.0 app for the 2025 data collection period.

Mark your calendars for May, or excuse me, yes, May 20th at 2 Pm.

It's the ODE Spring training Webinar. This is by invitation only. And it's really intended to orient data collectors to this data collection protocol. It will be live virtually, and we'll have registration going up for that in April.

At the end of May we'll do a recorded session on Why Does It Matter? The what? Why, When and Who around your PSO. It's really intended to give you information on how to use your PSO data to inform your programs.

Then we'll have 2 open mic questions and answer time periods. We'll do one June 13th. So, shortly after the data collection has opened and then another one on August 15th about 6 weeks before it closes.

So, if you have questions, you're trying to do your data collection, and you've run into a glitch, something you're confused by, don't hesitate to attend the open mic, and we'll answer those questions for you. You can always reach out to us through the psu@uoregon.edu website. Or excuse me, email address. Reach out to Cindy Post. We are certainly here to support your data collection efforts and your data collection use.

Slide – 24 Contact Us

And here is contact information. So Shava Feinstein is the the owner of this data collection at the Oregon Department of Education. If you have any questions, you can reach out to Shava. Again, you can reach us at psu@uoregon.edu or me. I'm Charlotte Alverson, also at the University of Oregon. So, thanks everyone. We appreciate you listening, and we appreciate all that you do on behalf of students.