



## Indicator 14 – Post School Outcomes

Percentage of past students who are enrolled in higher education, competitively employed, or involved in some form of training or employment within one year of leaving high school.

### Why is the indicator important?

Post-school outcomes shows how well Idaho's education system is supporting students with disabilities toward being college, career, and life ready so they have success after leaving high school.

**Studies show**, that individuals that participate in higher education or some form of post-secondary education or training have higher average earnings than individuals with a high school education. In addition individuals who are engaged in their community including some form of employment have stronger social networks and support.

### Where does the data come from?

One year after exiting high school, past special education students are surveyed. Only students who were on an IEP and exited high school through one of the following exit categories are included in the data collection.

- Graduated – Met Regular State Requirements
- Completed – Met Adapted Requirements
- Reached Maximum Age
- Dropped Out

Idaho's districts and charters (local education agencies (LEAs)) have the option to connect directly with past students to complete the post-school outcomes survey or have the states contractor conduct the survey. For all individuals that respond, Idaho then cross checks data with the Idaho Office of the State Board of Education (OSBE) for higher education and other post-secondary training.

### How is the indicator calculated?

The indicator is broken up into three parts or sub-indicators with each sub-indicator adding on to the one before.

- A. Higher education;
- B. Higher education or competitive employment; and
- C. Some form of education, training, or employment.

Survey responses and additional data from OSBE are grouped into five unique categories used to calculate the sub-indicators. The categories are prioritized in the order shown below. If a past student indicates involvement in more than one area the response will only be included in one category.

For example, a past student says that they have had some form of training and have been competitively employed since leaving high school. The response would be included the count of past students who are competitively employed.

#### Five Response Categories:

1. # enrolled in higher education
2. # competitively employed
3. # enrolled in some form of post-secondary training
4. # involved in some form of employment
5. # who respond to the post-school outcome survey

#### Calculating Sub-Indicators

$$A = (\text{Category 1} \div \text{Category 5}) * 100$$

$$B = ((\text{Category 1} + 2) \div \text{Category 5}) * 100$$

$$C = (\text{Categories 1+2+3+4}) \div \text{Category 5}) * 100$$

## What are the goals of the indicator?

Idaho’s goal is to increase the percentage of past students with disabilities who are involved in higher education, competitive employment, or involved in some form of post secondary training or employment. Below are the yearly goals or targets by school year (SY) and the federal fiscal year (FFY) they will be reported. Targets were established by the Idaho State Department of Education (SDE) with the help of educational partners such as parents, community leaders, educators, and self advocates.

Measure	2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
A	15.75%	15.85%	15.95%	16.05%	16.15%	16.25%
B	58.87%	59.27%	59.67%	60.07%	60.47%	60.87%
C	74.50%	75.39%	76.29%	77.18%	78.08%	78.97%

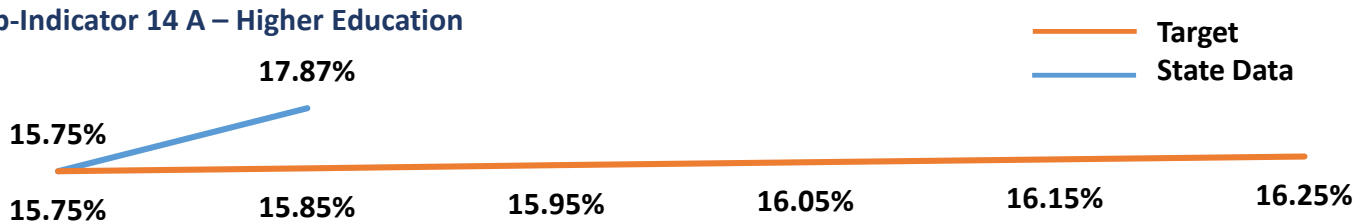
## How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including post-school outcomes data, is used when identifying districts and charters schools or local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

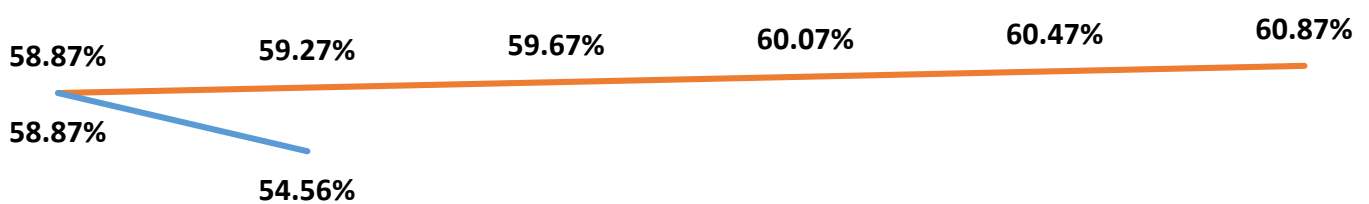
Every year, Idaho hosts a Secondary Institute that brings together teams of educators, service providers, state agencies, and colleges and universities. At the Secondary Institute LEA staff receive training, discuss data, and create plans to improve systems supporting students as they transition from high school to life after high school.

## Idaho’s Progress to State Targets

### Sub-Indicator 14 A – Higher Education



### Sub-Indicator 14B – Higher Education or Competitive Employment



### Sub-Indicator 14C – Some form of Education, Training, or Employment

