

**Post-school Outcomes Data Fact Sheet**

**Individuals with Disabilities Education Act (IDEA)**

**Part B Indicator 14: Post-School Outcomes**

Percent of youth who are no longer in secondary school (high school), had IEPs in effect at the time they left school, and were: (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.

**Federal Calculations**:

**Indicator 14A**: Enrolled in higher education within one year of leaving high school.

Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**Indicator 14B**: Enrolled in higher education or competitively employed within one year of leaving high school.

Number of 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 competitively employed within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**Indicator 14C**: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Number of 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 number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**Enrolled in higher education**, as used in measures A, B, and C, means youth have been enrolled on a full-time 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 year since leaving high school

**Competitive employment**, as used in measures B and C, means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for at least 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Enrolled in other postsecondary education or training**, as used in measure C, means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program.

**Some other employment**, as used in measure C, means youth have worked in non-competitive employment for at least 20 hours a week for at least 90 days at any time in the year since leaving high school.

**The Missouri Process**:

**The LEA is responsible for** contacting all graduates and students with disabilities who dropped out for follow-up information. Follow-up status is reported for all graduates using the categories and codes in the Glossary and Coding Reference table below. Students with disabilities who graduated or dropped out require additional information about several of the follow-up categories.

LEAs submit these data to DESE in the MOSIS (Missouri Student Information System) February Cycle.

The data are used for state reporting in the Special Education State Performance Plan/Annual Performance Report. The data are also publicly reported at the state and LEA levels.

**What your LEA can do with the information**:

* Determine if postsecondary transition planning is aligned with student outcomes.
* Share results with stakeholders including teachers and administrators.
* Review processes for gathering the information.
* Review policies and procedures to find areas of improvement in transition planning.
* Provide additional training to staff in transition planning, information gathering, and interpretation.

**Reference and Resource Links**:

**Reference Links:**

• [Code of Federal Regulations 34 CFR 300](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300)

• [IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Measurement Table](https://sites.ed.gov/idea/files/2022_Part-B_SPP-APR_Measurement_Table.pdf)

• [Special Education State Profile Report: Public](https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=31)

**Resource Links:**

[Moving Your Numbers – Key Practices](file://\\aafileserver-a1.bds.state.mo.us\spe\commonspedata\James%20and%20Tori%20TTI\TTI\Moving%20Your%20Numbers%20provides%20examples%20of%20real%20districts%20that%20are%20positively%20affecting%20the%20performance%20of%20all%20children,%20including%20students%20with%20disabilities,%20through%20a%20collective%20and%20focused%20commitment%20to%20improving%20teaching%20and%20learning%20for%20every%20student%20through%20effective%20data%20use%20and%20changing%20the%20ways%20in%20which%20adults%20across%20the%20system%20work%20and%20learn%20together.%20The%20Key%20Practices%20section%20of%20this%20website%20features%20subpages%20on%20each%20of%20the%20six%20key%20practices%20such%20as%20using%20data%20well,%20focusing%20on%20goals,%20selection%20and%20implementation%20of%20instructional%20practices%20and%20monitoring%20and%20provision%20of%20feedback%20and%20support,%20among%20others%20and%20including%20a%20Key%20Practices%20Guide) (https://movingyournumbers.org/key-practices)

Moving Your Numbers provides examples of real districts that are positively affecting the performance of all children, including students with disabilities, through a collective and focused commitment to improving teaching and learning for every student through effective data use and changing the ways in which adults across the system work and learn together. The Key Practices section of this website features subpages on each of the six key practices such as using data well, focusing on goals, selection and implementation of instructional practices and monitoring and provision of feedback and support, among others and including a Key Practices Guide

[National Technical Assistance Center on Transition (NTACT)](https://transitionta.org/) (https://transitionta.org/)

NTACT is a partnership between the University of North Carolina at Charlotte, the University of Oregon, Western Michigan University, the Transition Coalition at the University of Kansas and TransCen, Inc. NTACT serves as a transition resource for state and local educational agencies and vocational rehabilitation agencies and service providers. Announcements, resources, and webinars are available on the website.

* Postsecondary Resources
* Predictors of Post-School Success
* Predictor Implementation Self-Assessment

**Glossary and Coding Reference**

For Post-School Outcome Data

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| **Term** | **Follow-up Code** | **Definition** |
| Advanced Training Courses | **ADV** | Programs of study that provides a set of skills that lead to proficiency and performing actual tasks and technical functions.  |
| College or University | **2YR** or **4YR** | Any higher education school that offers a two year or four year or above degree. Community colleges are those higher education schools that offer an associate degree.  |
| Competitive Employment | **EMP** | Employment with compensation of minimum wage or higher. Additionally, for students with disabilities, the pay rate, benefits, and opportunities for advancement should be comparable to those for nondisabled peers, and the person with a disability is working in a setting with nondisabled workers.  |
| Individuals with Disabilities Education Act (IDEA) |  | Federal law enacted in 1975 that provides for the IEP process and services to students with disabilities. For more information: <https://www.parentcenterhub.org/idea/>  |
| Local Education Agency (LEA) |  | Another term for school district |
| Military | **MIL** | Recruitment or enlistment in one of the military branches.  |
| National or Community Service or Peace Corps  | **NPC** | Participation in a program such as the Peace Corps where service is on a time-limited basis. |
| Noncollege | **NOC** | Postsecondary schools or training programs that do not give college credit. These are programs that do not offer degrees and can include technical or other training programs. This can be used for students in Job Corps programs who are being trained for a specific skill.  |
| Non-Competitive Employment | **ENC** | Employment when the position does not meet the requirements for competitive employment. This typically refers to Sheltered Workshops.  |
| Not applicable | **NA** | Should primarily be used to report the follow-up status of students who dropped out and returned to school after the September count date for the following school year. Can also be used for students who passed away after leaving high school, however, it is preferred to report what the student was doing prior to death. |
| Other | **OTH** | Use when you know what the student is doing but is not recorded in any of the other specified categories.  |
| Secondary School |  | High school, grades 9-12. |
| Unknown | **UNK** | Student cannot be located to conduct the follow-up survey.  |

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