



**Indicator 14 Post School Outcomes (PSO) Survey**

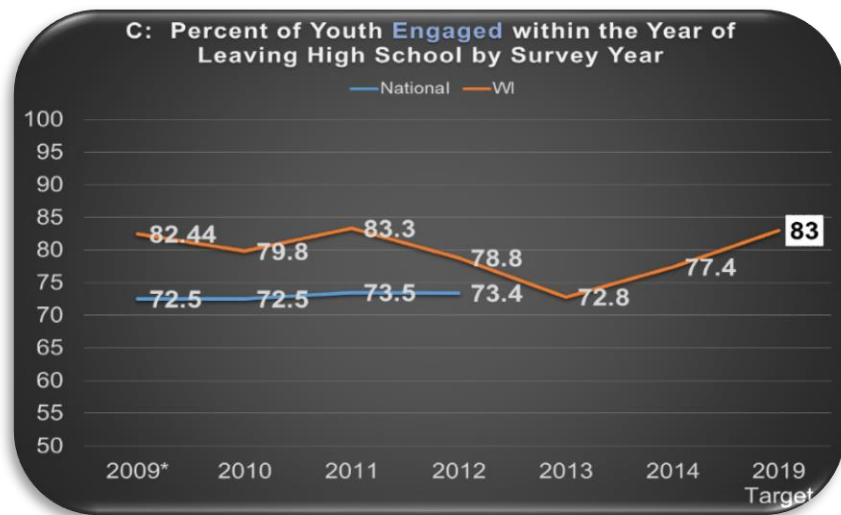
- Every school district in WI must participate once within a five-year DPI Self-Assessment Monitoring cycle.
- 10 – 12 minute telephone survey asks former students (or a parent, guardian or other knowledgeable person) about the youth’s experiences with activities of daily living, work, and postsecondary education within the first year of leaving high school. Includes exiters with a regular diploma, certificate, that aged-out or dropped out.
- The interviews are conducted either by St. Norbert College Survey Center Strategic Research Institute (SRI) (De Pere, WI) on behalf of the district, or made by survey-trained district staff.
- In 2014, interviewer training was provided to educators to call their own exiters; 2/3 of the statewide interviews were completed by district staff. It isn’t a hard sell; youth want to share how things are going.
- 2014 had a 54% response rate; all disability areas were representative of the population and sample.
- Statewide results from successfully completed surveys of exiters in the sample are submitted to the Office of Special Education Programs (OSEP) annually.
- District PSO are posted to the DPI website, and are made public by the district, along with other district and Indicator reporting.
- Statewide data reports, district Indicator 14 Reports and County PSO Reports are available on the PSO website at [www.wipso.org](http://www.wipso.org).

Indicator 14 Post School Outcomes of Wisconsin Exiters with Disabilities within the Year of Leaving High School	2015 Outcomes 2013-14 Exiters (N=1068)	2014 Outcomes 2012-13 Exiters (N=887)	2013 Outcomes 2011-12 Exiters (N=711)
<b>Higher Education</b> Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training.	27.2%	27.5%	29.8%
<b>Competitive Employment</b> 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment.	37.4%	37.4%	29.5%
<b>Other Post-Secondary Education or Training</b> Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment.	1.7%	2.7%	3.1%
<b>Other Employment</b> 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training.	11.6%	9.9%	10.4%
<b>A. Higher Education</b>	<b>27.2%</b>	<b>27.5%</b>	<b>29.8%</b>
<b>B. Higher Education and Competitive Employment</b>	<b>64.5%</b>	<b>64.9%</b>	<b>59.4%</b>
<b>C. Higher Education and Competitive Employment and Other Post-Secondary Education or Training and Other Employment</b>	<b>77.8%</b>	<b>77.5%</b>	<b>72.9%</b>
<b>Not Engaged</b> (no work or school, postsecondary ed. term not completed, less than 90 days employment)	22.2%	22.4%	27.1%

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- State needs to set annual and 5-year targets; districts need to meet a 20% response rate.
- The state can only meet its targets by having each district improve its outcomes through staff development, teacher initiative, technical assistance provided to districts through this grant, and partnering with community and statewide agencies. Parents and youth are important partners.



### What Data are Captured by the WI PSO Survey?

- The WiPSO Survey asks former students 43 yes/no, choose one/all that apply, and open-ended questions.
- Districts have access to several auto-filled reports and data sorts that can be used to view outcomes in a variety of ways from a simple overview of outcomes for exiters districtwide to a detailed analysis of PSO.
- All district survey years are maintained on the PSO website.
- Longitudinal view of the data is available for districts conducting surveys multiple times.

### Why Should Districts Participate Annually?

Districts are only required to participate in the PSO survey once within a DPI monitoring year cycle. However, following DSE approval, educators can be trained to conduct their own surveys so the district can participate in the PSO survey annually. Educators receive a stipend for survey preparation and completed surveys.

- Special educators have expressed a desire to see more youth entering postsecondary education or training or high quality employment after exiting high school. This is evidenced by the number of individual educators, families, parent educators and agency staff, school teams, and district and county teams that attend the TIG and partners trainings – they all want to see their students do well.
- Districts that called their own exiters had a much better response rate: Districts = 60% - 80%; St. Norbert = 30% - 50%. This informs district practices with data districts can use for authentic improvement planning.
- Educators are using the Transition Improvement Plan (TIP), located on the TIG website, to engage in transition planning. As individual educators and school teams rate their implementation of the National Predictors of Post School Success, they learn about the practices that improve PSO and begin developing local transition plans of improvement. They come back to PSO survey in the year(s) that follow implementation of their plan and review their district PSOs to determine if their efforts have had a positive effect, and where to concentrate future planning.
- District can engage their County Community on Transition (CCoT) in the TIP.
- Since district PSO results are publically available, districts have a vested interest in ensuring the results are as accurate as possible.
- Open-ended questions provide much insight into the difficulties youth experience participating in activities of adult living; conducting the survey annually provides an opportunity to address these annually.
- It is an opportunity to provide resources information to youth as they begin their first year of adult living.



**How have Districts Benefitted from Using the PSO data?**

- For many districts, the past two years have been the first time they have seen their local Indicator 14 outcomes and begun understanding that the practices implemented in the secondary setting have an effect on post school outcomes. They observe the data, discuss additional community factors, and begin to understand the connection between secondary planning and outcomes.
- Districts, CCoTs and state agencies have used the PSO data to write for grants/stipends.
- Of the 43 survey questions, districts can zero in on a few questions to look for changes or significant differences from statewide outcomes, e.g. the % of youth exiting with a driver’s license, % who are participating in postsecondary education and employment as planned, % working with agencies, % that asked for and received accommodations on the job or at their place of postsecondary education.
- PSO data has been used to support grant development at the county level (Waukesha) and state agencies (mental health grant).
- CCoT teams have reviewed the data to determine areas of strength and need in their county, and then have developed regional activities to address the need. TIG Coordinator have shared PSO data at many CCoT meetings over the past two years.
- Educators can use the TIP to develop their **Educator Effectiveness** - Student Learner Outcomes, and to write their **Professional Development Plan (PDP)** to renew their teaching license.
- The survey questions were developed with adult agency input, and agencies continue to come back to the survey to view and understand outcomes, e.g. technical college presentations, DHS, facility-based agency meetings, other agency conference, a national network.

**What do the Data Tell Us about the PSO of Exiters with Disabilities?**

- Since the mid-1970’s research has confirmed that the best predictor of paid post school employment is paid high school employment. Wisconsin’s PSO support this as well.

Disability* (secondary)	HS Employment	In-School Volunteer	In-School Paid	Community Volunteer	Community Paid	Competitively Employed	Paying Job at HS Exit
Autism	70%	46%	28%	23%	59%	29%	29%
CD	79%	50%	21%	25%	46%	26%	30%
LD	74%	21%	11%	8%	80%	63%	60%
EBD	65%	17%	20%	5%	77%	55%	42%

\* = CD = Cognitive Disability; LD = Learning Disability; EBD = Emotional/Behavioral Disability

- About one-half of exiters (2/3 of youth with CD) had their same high school job 7 or more months after high school. This indicates the importance of the final job a student has in high school, as it supports them while they participate in postsecondary education, or finances their adult living.
- Exiters with CD participate in higher education at a much lower rate than youth with other disabilities.
- Participation in higher education and other postsecondary education or training has remained fairly steady over the past 4 years.
- More exiters who participate in postsecondary education should be asking for and receiving accommodations and/or assistive technology at their place of postsecondary education, and working more with the disability specialist on campus to ensure the accommodation plan is implemented.
- The percentage of youth with disabilities who competitively employed has increased over the past 4 years.
- Employment in a facility-based setting has decreased in the past four years (2% in 2015 from 4% in 2014).
- The percentage of youth with disabilities meeting Indicator 14 has increased over the past 3 years.