

Indicator 14: Postschool Outcomes Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 14 measures the percentage of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school and were:

a) Enrolled in higher education within one year of leaving high school.

To calculate indicator 14a:

- (1) Take the 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;
- (2) Divide that number by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school;
- (3) Multiply that number by 100;
- (4) The result is the percentage of youth with IEPs enrolled in higher education within one year of leaving high school.

b) Enrolled in higher education or competitively employed within one year of leaving high school.

To calculate indicator 14b:

- (1) Take the 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;
- (2) Divide that number by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school;
- (3) Multiply that number by 100;
- (4) The result is the percentage of youth with IEPs enrolled in higher education or competitively employed within one year of leaving high school.

c) 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.

To calculate indicator 14c:

- (1) Take the 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 or in some other postsecondary education/ training/employment program* within one year of leaving high school;
- (2) Divide that number by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school;
- (3) Multiply that number by 100;
- (4) The result is the percentage of youth with IEPs 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.

Indicator 14 is cumulative, such that students included in indicator 14a also are included in 14b; students included in 14b also are included in 14c.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Indicator 14 is measured using two surveys: an exit survey conducted just prior to exiting high school and a follow-up survey conducted one year after exiting high school. Ohio's districts are divided into five cohorts in order to collect exit and follow-up surveys from their students with disabilities once every five years.

How has this Indicator Changed?

1. In 2018-2019, Ohio updated the definition of "competitive employment" to align with the federal definition of "competitive integrated employment." Ohio reports in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA) and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, the U.S. Department of Education maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.
2. States must prioritize representation by race and at least one other demographic variable in the annual survey sample used to measure this indicator.

Data Notes

1. "Enrolled in higher education" as used in measures 14a, 14b and 14c means youth have been enrolled on a full-time or part-time basis in a community college or college/university for at least one complete term, at any time in the year since leaving high school.
2. "Competitive employment" as used in measures 14b and 14c means "competitive integrated employment" or working at least 20 hours a week for at least 90 days at any time in the year since leaving high school, as well as the other conditions as defined in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA) and 34 CFR §361.5(c)(9).
3. "Enrolled in other postsecondary education or training" as used in measure 14c 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.
4. "Some other employment" as used in measure 14c means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business.
5. Since this is a cumulative indicator, all youth reported under measure 14a also should be reported under measure 14b. All youth reported under measure 14b also should be reported under measure 14c.
6. Districts are selected to collect postschool outcomes surveys once every five years based on federal Annual Performance Report (APR) requirements.
7. The number of surveys requested from each district is based on the number necessary to derive a statewide sample that is representative of Ohio's exiting students with disabilities.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 14A?

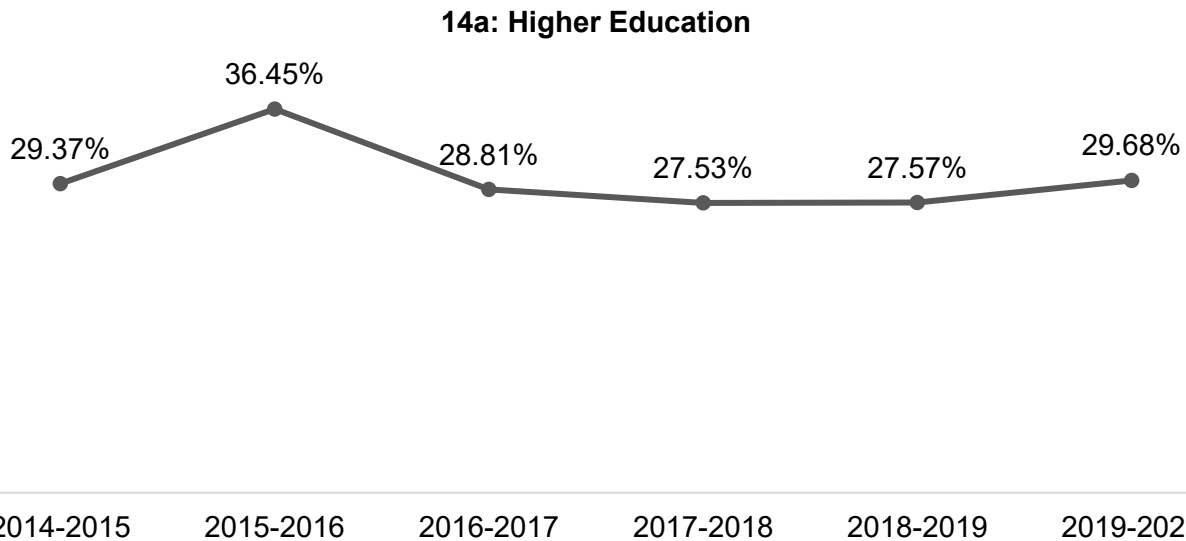


Figure 1. Ohio's percentage of students with disabilities enrolled in higher education within one year of leaving high school increased from 29.37% in 2014-2015 to 29.68% in 2019-2020, with a peak of 36.45% in 2015-2016.

Table 1. Number of students with disabilities enrolled in higher education within one year of leaving high school, number of respondent youth with disabilities, percentage and change in percentage from 2014-2015 to 2019-2020.

Indicator 14a	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of students with disabilities enrolled in higher education within one year of leaving high school	324	402	280	392	394	311
Number of respondent students with disabilities no longer in secondary school	1,103	1,103	972	1,424	1,429	1,048
Percentage	29.37%	36.45%	28.81%	27.53%	27.57%	29.68%
Change in percentage	n/a	+7.08%	-7.64%	-1.28%	+0.04%	+2.11%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS – INDICATOR 14A?

The graphs below depict Ohio’s performance over time in relation to the state targets.

- The bars in each graph indicate Ohio’s performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio’s performance. Negative numbers mean Ohio performed below the state target.

For indicator 14a, the goal is to be at or above the target.

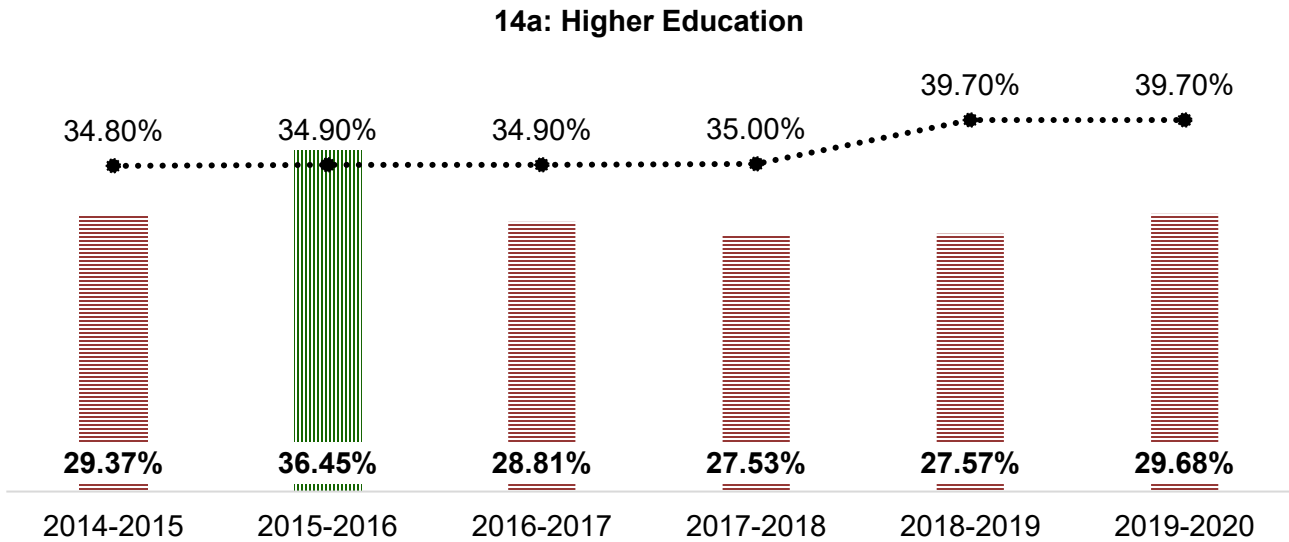


Figure 2. Ohio’s percentage of students with disabilities enrolled in higher education within one year of leaving high school increased from 29.37% in 2014-2015 to 29.68% in 2019-2020, with a peak of 36.45% in 2015-2016, the only year in which Ohio met the target.

Table 2. Percentage difference between the state target and Ohio’s performance for the percentage of students with disabilities enrolled in higher education within one year of leaving high school. The goal for indicator 14a is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

Data Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Difference between state target and Ohio’s performance	-5.43%	1.55%	-6.09%	-7.47%	-12.13%	-10.02%

PROPOSED TARGETS – INDICATOR 14A

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 14 is to be at or above the target.

Table 3. Proposed Target Table Option A – Indicator 14a

Indicator 14a	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14a: Percentage youth with IEPs enrolled in higher education within one year of leaving high school	39.60%	29.68%	29.68%	31.00%	32.00%	33.00%	34.00%	39.65%

Option A Rationale – Indicator 14a

- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-20 performance, meeting the final target of 39.65% by 2025-26 will require **105** more students with disabilities within the survey sample to enroll in higher education within one year of leaving high school.

Table 4. Proposed Target Table Option B – Indicator 14a

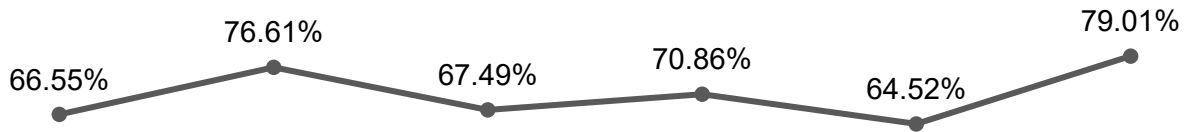
Indicator 14a	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14a: Percentage youth with IEPs enrolled in higher education within one year of leaving high school	39.60%	29.68%	29.68%	32.00%	34.00%	36.00%	38.00%	40.00%

Option B Rationale – Indicator 14a

- Option B is a more rigorous option in comparison to Option A.
- The targets for the 2025-26 year would be the highest targets ever set for indicator 14.
- The Ohio Department of Education is programmatically situated to support these rigorous targets.
- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-20 performance, meeting the final target of 40% by 2025-26 will require **108** more students with disabilities within the survey sample to enroll in higher education within one year of leaving high school.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 14B?

14b: Higher Education or Competitively Employed



2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020

Figure 3. Ohio’s percentage of students with disabilities enrolled in higher education or competitively employed within one year of leaving high school increased from 66.55% in 2014-15 to 79.01% in 2019-20.

Table 5. Number of students with disabilities enrolled in higher education or competitively employed within one year of leaving high school, number of respondent youth with disabilities, percentage and change in percentage from 2014-15 to 2019-20.

Indicator 14b	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of students with disabilities enrolled in higher education or competitively employed within one year of leaving high school	734	845	656	1009	922	828
Number of respondent students with disabilities no longer in secondary school	1,103	1,103	972	1,424	1,429	1,048
Percentage	66.55%	76.61%	67.49%	70.86%	64.52%	79.01%
Change in percentage	n/a	+10.06%	-9.12%	+3.37%	-6.34%	+14.49%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 14B?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance. Negative numbers mean Ohio performed below the state target.

For indicator 14b, the goal is to be at or above the target.

14b: Higher Education or Competitively Employed

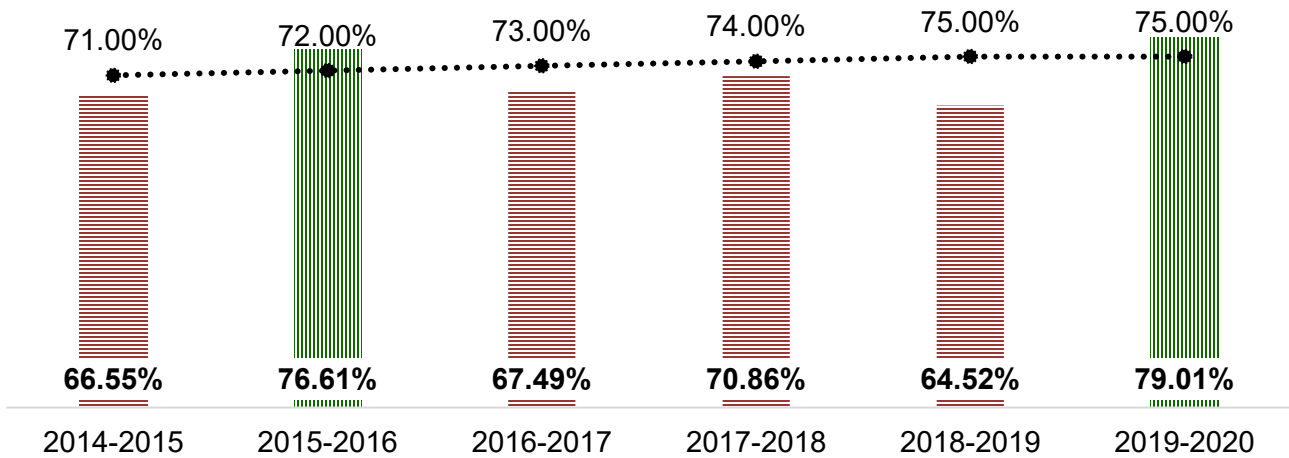


Figure 4. Ohio's percentage of students with disabilities enrolled in higher education or competitively employed within one year of leaving high school increased from 66.55% in 2014-15 to 79.01% in 2019-20, only meeting the target in 2015-16 and 2019-20.

Table 6. Percentage difference between the state target and Ohio's performance for the percentage of students with disabilities enrolled in higher education or competitively within one year of leaving high school. The goal for indicator 14b is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

Data Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Difference between state target and Ohio's performance	-4.45%	4.61%	-5.51%	-3.14%	-10.48%	4.01%

PROPOSED TARGETS – INDICATOR 14B

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 14 is to be at or above the target.

Table 7. Proposed Target Table Option A – Indicator 14b

Indicator 14b	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14b: Percentage of youth with IEPs enrolled in higher education or competitively employed within one year of leaving high school	62.70%	79.01%	79.01%	80.00%	81.00%	82.00%	83.00%	84.00%

Option A Rationale – Indicator 14b

- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 84% by 2025-2026 will require **63** more students with disabilities within the survey sample to enroll in higher education or be competitively employed within one year of leaving high school.

Table 8. Proposed Target Table Option B – Indicator 14b

Indicator 14b	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14b: Percentage of youth with IEPs enrolled in higher education or competitively employed within one year of leaving high school	62.70%	79.01%	79.01%	81.00%	83.00%	85.00%	87.00%	89.00%

Option B Rationale – Indicator 14b

- Option B is a more rigorous option in comparison to Option A.
- The targets for the 2025-2026 year would be the highest targets ever set for indicator 14.
- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 89% by 2025-2026 will require **105** more students with disabilities within the survey sample to enroll in higher education or be competitively employed within one year of leaving high school.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 14C?

14c: Higher Education or Other Postsecondary Education or Training or Competitively Employed or Some Other Employment

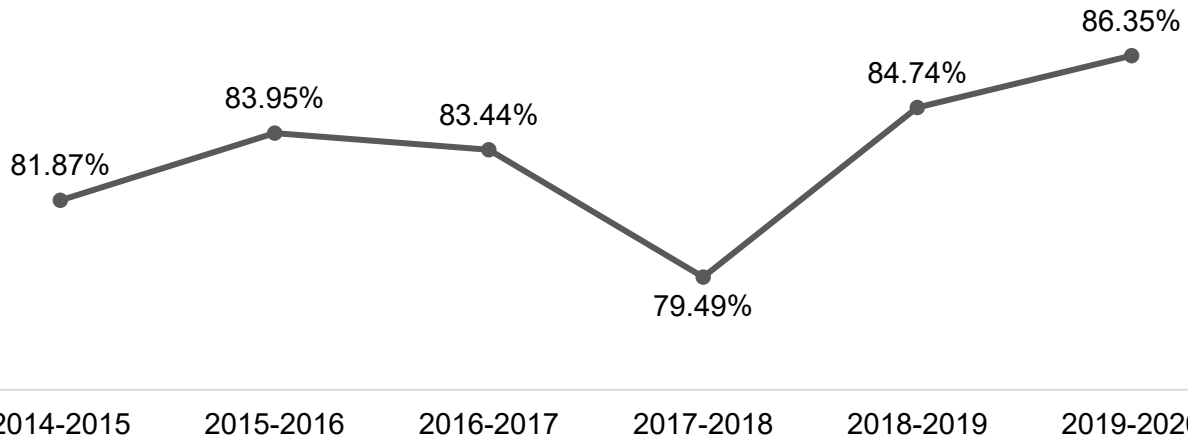


Figure 5. Ohio’s percentage of students with disabilities enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school increased from 81.87% in 2014-2015 to 86.35% in 2019-2020.

Table 9. Number of students with disabilities 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 respondent youth with disabilities, percentage and change in percentage from 2014-2015 to 2019-2020.

Indicator 14c	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of students with disabilities 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	903	926	811	1,132	1,211	905
Number of respondent students with disabilities no longer in secondary school	1,103	1,103	972	1,424	1,429	1,048
Percentage	81.87%	83.95%	83.44%	79.49%	84.74%	86.35%
Change in percentage	n/a	+2.08%	-0.51%	-3.95%	+5.25%	+1.61%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 14C?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance. Negative numbers mean Ohio performed below the state target.

For indicator 14c, the goal is to be at or above the target.

14c: Higher Education or Other Postsecondary Education or Training or Competitively Employed or Some Other Employment

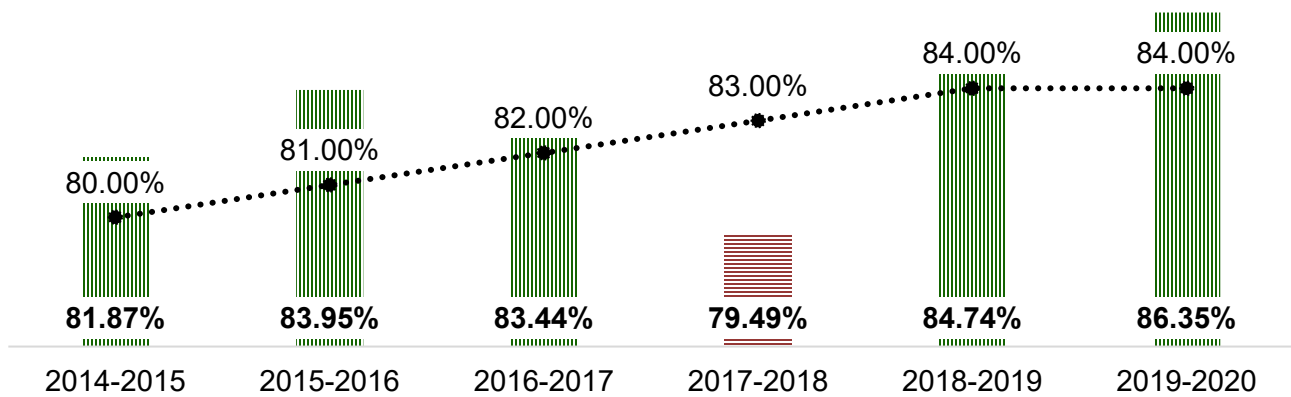


Figure 6. Ohio's percentage of students with disabilities enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school increased from 81.87% in 2014-2015 to 86.35% in 2019-2020, meeting the target every year except 2017-2018.

Table 10. Percentage difference between the state target and Ohio's performance for the percentage of students with disabilities 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. The goal for indicator 14c is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

Data Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Difference between state target and Ohio's performance	1.87%	2.95%	1.44%	-3.51%	0.74%	2.35%

PROPOSED TARGETS – INDICATOR 14C

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of indicator 14 is to be at or above the target.

Table 11. Proposed Target Table Option A – Indicator 14c

Indicator 14c	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14c: Percentage of youth with IEPs 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	66.60%	86.35%	86.35%	87.00%	88.00%	89.00%	90.00%	91.00%

Option A Rationale – Indicator 14c

- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 91% by 2025-2026 will require **49** more students with disabilities within the survey sample to enroll in higher education or in some other postsecondary education or training program or be competitively employed or in some other employment within one year of leaving high school.

Table 12. Proposed Target Table Option B – Indicator 14c

Indicator 14c	2009-2010 Baseline	2019-2020 Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
14c: Percentage of youth with IEPs 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	66.60%	86.35%	86.35%	88.00%	90.00%	92.00%	94.00%	96.00%

Option B Rationale – Indicator 14c

- Option B is a more rigorous option in comparison to Option A.
- The targets for the 2025-2026 year would be the highest targets ever set for indicator 14.
- With the strategies, initiatives and legislation described under the Programmatic Considerations on pages 9-10, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 96% by 2025-2026 will require **101** more students with disabilities within the survey sample to enroll in higher education or in some other postsecondary education or training program or be competitively employed or in some other employment within one year of leaving high school.

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

Strategies and Initiatives

1. The Office for Exceptional Children contracts with Kent State University to facilitate training and data collection, submission and reporting for this indicator.
2. In June 2021, the Office for Exceptional Children released the *11 District Plan* in response to the [Doe Settlement](#). This plan outlines increased supports from the Ohio Department of Education for students with disabilities in 11 targeted districts. However, the resources and other supports developed will be available statewide and therefore accessible to any district. In 2019-20, the 11 Districts included 15.7% of Ohio's students with disabilities and 12.12% of all Ohio's students. The 11 District Plan includes objectives to improve postsecondary transition strategies and parents understanding of rights for students with disabilities ages 14-22. Postschool outcomes is a measure within the plan.
3. The state support team secondary transition consultants support school districts in data collection and submission for indicator 14.
4. The Office for Exceptional Children has included a compliance component in the district [Special Education Profile](#) related to data collection for the indicator.
5. The Office for Exceptional Children added "competitive integrated" to the postsecondary employment goal in the Individualized Education Program form.
6. Representatives from the Ohio Department of Education sit on the [Ohio Employment First Taskforce](#) and the Ohio Department of Education's Ohio Secondary Transition Plan is part of the Employment First Transition Vision Work Plan.
7. Serving students with disabilities in career-technical education is included within the [Ohio Perkins V State Plan](#).
8. The Ohio Department of Education received a [Statewide Longitudinal Data System](#) grant to develop an Early Warning System and a Progress Toward Graduation reporting system in the Ohio District Data Exchange that currently is being developed.
9. In March 2021, the Office for Exceptional Children released [Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities](#). This plan includes a focus on improved postsecondary transition and outcomes.
10. The Office for Exceptional Children is leading a state cross-agency initiative titled *Establishing Families as Partners in the Secondary Transition Planning Process*, encouraging agencies to target and include students' families in secondary and postsecondary planning.
11. The Ohio Department of Education and Opportunities for Ohioans with Disabilities have developed an interagency agreement to increase access to vocational rehabilitation services starting at age 14. The initiative is called the Ohio Transition Support Partnership.
12. The Office for Exceptional Children has contracted with the Ohio Center for Autism and Low Incidence (OCALI) to develop an Age-Appropriate Transition Assessment Tool for district use as a resource offering strategies on transition planning for students with autism spectrum disorders.
13. Ohio's current budget includes Secondary Transition Enhancement Funds to support multiple initiatives including Transition to Work Endorsement course tuition reimbursements, Innovative Strategies Grants for school districts and agency partners and university preservice educational programming on secondary transition.

State Legislation

14. Ohio is an [Employment First State](#) and assumes all individuals, including those with significant cognitive disabilities, will participate in community employment.
15. Per [Senate Bill 316](#), each Individualized Education Program must include a transition plan beginning at age 14.
16. [Ohio's graduation requirements](#) for the classes of 2023 and beyond offer multiple pathways to graduation. Ohio's newly adopted graduation requirements provide greater flexibility and acknowledge that students can demonstrate competency and readiness through a variety of mechanisms.
17. Per Ohio Revised Code [3313.617](#), all students in grades 9-12 in Ohio are required to have graduation plans in place.

18. Per Ohio Revised Code [3313.617](#), districts must have a policy in place to identify students who are at-risk for not meeting graduation requirements and to develop intervention plans.
19. Per [House Bill 410](#), school districts must have a chronic absenteeism policy.

Federal Legislation

20. The [Workforce Innovation and Opportunity Act](#) places significant emphasis on competitive integrated employment for all individuals with disabilities.