

Postsecondary Outcomes (Indicator 14)

Frequently Asked Questions

The Ohio Department of Education and Workforce (the Department) has consolidated questions most frequently asked about Postsecondary Outcomes (Indicator 14) and answered them in this document.

1) What does Indicator 14 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:

14a) Enrolled in higher education within one year of leaving high school

To calculate 14a: The numerator is the number of respondent 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 school*. The denominator is the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

14b) Enrolled in higher education or competitively employed within one year of leaving high school

To calculate 14b: The numerator is The number of respondent 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 The denominator is the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

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

To calculate 14c: The numerator is the number of respondent 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/training/employment program* within one year of leaving high school. The denominator is the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.

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

Definitions as used in Measures 14a, 14b, 14c:

- Enrolled in Higher Education: 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.
- Competitive Employment: 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).
- Enrolled in Other Postsecondary Education or Training: 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:** 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.

2) What does “respondent youth” mean?

Respondent youth include the students with IEPs that responded to the district’s survey and for whom follow-up data were collected.

3) What is Indicator 14 “response rate”?

Indicator 14 response rate is one measure of the level of success or quality achieved in collecting survey data. The numerator is the number of completed surveys. The denominator is the number of total youth required for follow up.

4) What status code is required to include the student in the numerator for 14a enrolled in high education within one year of leaving high school?

In order to be considered 'enrolled in higher-education' the student would need to have a postsecondary status (FW250) = 'y', a postsecondary type (FW260) = '4y', '2y', or 'CR', and a postsecondary enrollment duration (FW280) = 'y'.

5) What status code is required to include the student in the numerator for 14b enrolled in high education or competitively employed within one year of leaving high school?

In order to be considered 'enrolled in higher-education or competitively employed' the student would need to have the criteria of 'higher ed' **or** employment status (FW160) = 'y', employment duration code (FW190) = 'y', employment typical hours per week (FW180) = '20', '28', or '35', employment type code (FW200) = 'y', employment setting code (FW210) = 'y', employment advancement opportunity code (FW220) = 'y' or military enlistment status code (FW290) = 'y'.

6) What status code is required to include the student in the numerator for 14c enrolled in high education or in some other postsecondary education or training or competitively employed or in some other employment within one year of leaving high school [20 USC 1416(a)(3)(B)]?

In order to be considered 'enrolled in higher-education or competitively employed or other' the student would need to have the criteria of 'enrolled in higher-education' **or** 'enrolled in higher-education or competitively employed' or postsecondary status code (FW250) = 'y', postsecondary enrollment duration (FW280) = 'u', postsecondary type (FW260) = 'OT', 'TC', or 'UN', or apprenticeship status (FW230) = 'y'.

7) From which EMIS collection are the Indicator 14 data derived?

The Department calculates Indicator 14 using data submitted to EMIS as part of the Exiting Student Follow-Up (FW) Record. More information is available at the Department’s [Indicator 14 Exiting Student Data Collection webpage](#). The student will be included in the [Exiting Students Follow Up Extract \(All Students\) \(FLUP-001\)](#). The SWD INCLD FLAG (Students with Disabilities Post-School Engagement Follow-Up Flag) indicating whether this former student is part of the exiting students with disabilities group.

8) Does the Exiting Student Follow-Up Data Collection replace the Ohio Longitudinal Transition Study?

Yes, districts will no longer use exit and follow-up surveys as part of the Ohio Longitudinal Transition Study. The Exiting Student Follow-Up Collection will now be used to meet Individuals with Disabilities Education Act Indicator 14 (Post-School Outcomes) state and federal reporting requirements.

9) How often does a district participate in the Exiting Student Follow-Up Data Collection?

Each district will participate in the data collection **every year**. There are no longer Ohio Longitudinal Transition Study participation “cohorts”.

10) Will the district of residence or district of service collect the Exiting Student Follow-Up Data?

The district of residence will be responsible for ensuring data is reported for each element of the Exiting Students Follow-Up Record (FW Record) in EMIS for each student with disabilities identified on the Students with Disabilities Follow-Up Student File generated by EMIS.

11) What if the student was also a career-technical education concentrator?

The student will be included in the *Students with Disabilities Follow-Up Student File* and the *CTE Follow-Up Student File* for both the career-technical education center and the district of residence. The career-technical center will collect data for the Career-Technical Education Workforce Development Follow-up and may obtain information for the required elements of the Exiting Student with Disabilities Follow-Up Data Collection. See question 15 for how districts may contact students. **NOTE:** Districts will be able to see the results reported in EMIS by other districts by using the [\(FLUP-005\) SWD FOLLOW-UP VALUE](#) report. Districts of residence must ensure students with disabilities are provided adequate time (up to one year) after exiting school to demonstrate post-school engagement. For example, for the student to have been employed for 90 days and/or to have completed a full term of postsecondary education. This means a district of residence may also need to contact students with disabilities after the career-technical education center has reported.

12) What determines the final values for elements if multiple sources are reporting for the student?

A student may be included in multiple districts in the Exiting Student Follow-Up Collection. In the situation where values for a student have been reported by multiple districts/sources for an Exiting Student Follow-Up element, the rules below are applied by the Department to determine the value used for that student for that element by EMIS.

When determining which district or source data to use, each status element is evaluated separately. This means a student may have final data from different sources. The following elements are the status elements included in the Exiting Student Follow-Up Collection.

- Employment Status (FW160)
- Apprenticeship Status (FW230)
- Postsecondary Education Status (FW250)
- Military Enlistment Status (FW290)
- Service Program Status (FW300)

The following rules are used to determine which data to use for the SWD measures.

- If the SWD accountable district reports an affirmative or negative response (“Y” or “N”), this is the data used.
- If the SWD accountable district reports a default value and o Another district (either the CTE accountable district or the Grad accountable district) reports an affirmative (“Y”) value, that is the data used.
 - Both other districts (the CTE accountable district and the Grad accountable district) report an affirmative (“Y”) value, then the Grad accountable district’s data is used.

- Neither of the other districts (the CTE accountable district and the Grad accountable district) report an affirmative (“Y”) value but one of those districts reports a negative (“N”) value, that is the data used.
- Both other districts (the CTE accountable district and the Grad accountable district) report a negative (“N”) value, then the Grad accountable district’s data is used.
- Both other districts (the CTE accountable district and the Grad accountable district) report the default (“*”) value, then the default values are used.
- Data for students found in [National Student Clearinghouse Research Center \(NSC\)](#) are utilized by the Department to determine engagement for Exiting Student Follow-Up purposes will be used where appropriate and will be identified as the source of the values being used for the student in the [\(FLUP-005\) SWD FOLLOW-UP VALUE](#).

13) What if the student was open-enrolled?

The district of residence will be responsible for ensuring data is reported for each element of the FW Record in EMIS for each student with disabilities identified on the Students with Disabilities Follow-Up Student File generated by EMIS.

14) When will districts collect data on students with disabilities within the Exiting Student Follow-Up Data Collection?

Each district will collect data each year during the Exiting Student Follow-Up Data Collection window. Districts should ensure students with disabilities are provided adequate time (up to one year) after exiting school to demonstrate post-school engagement. For example, for the student to have been employed for 90 days and/or to have completed a full term of postsecondary education. This means a district may need to contact students with disabilities more than once, likely in the spring or summer.

15) How will the exiting student data be collected?

School personnel will contact students aged 14-21 (inclusive) who have exited high school with an IEP who are included in the Students with Disabilities Follow-Up Student File in EMIS. Contact can be made via phone call, text message, mail, email or other correspondence. These school personnel will ask the student a series of questions related to the required data reporting elements in EMIS (see EMIS Manual Section 2.23 Exiting Student Follow-Up (FW record)) regarding employment and education or training status. The data collected from each student will be entered into EMIS.

16) Can the required data elements that are reported be reduced or changed?

No, the required data elements align with federal IDEA Indicator 14 data collection requirements. Reductions or changes to the required elements will alter that data that is collected. This alteration could negatively impact Ohio’s progress toward meeting post-school outcome engagement targets and misrepresent post-school outcome data for Ohio’s students with IEPs.

17) Is there a required data collection or question form?

No, districts may develop their own data collection and question forms from which to ask questions and collect student responses. The data collection elements cannot be reduced or changed; however, the district may develop the questions that will be asked to obtain the required data. The data collected must be reported in EMIS.

18) What resources are available to assist with data collection?

The Department has created [sample questions](#) aligned to the required data elements and a draft template for recording student responses. Districts may also reach out to Exceptionalchildren@education.ohio.gov. Additional resources are available on the Indicator 14 Exiting Student Data Collection [webpage](#).

19) What do I do if I believe a student is incorrectly included or excluded from the Exiting Students with Disabilities file?

Please work with your Information Technology Center (ITC) to submit an EMIS helpdesk ticket.

20) Should parentally placed non-public students be included in the Students with Disabilities Follow-Up Student File?

No, these students are not included in the Individuals with Disabilities Education Act Part B State Performance Plan Indicator 14 reporting.

21) Should students receiving home instruction be included in the Students with Disabilities Follow-Up Student File?

Yes, if the student was receiving home instruction on the continuum of alternative placements and will exit high school with an Individualized Education Program.

22) Should students that have a summer withdrawal (withdrawal overrides) out of the state be included in the Students with Disabilities Follow-Up Student File?

If the student exited the district of residence during the school year to another out of state school (withdraw code 40), no. If the student withdrew from the district of residence at any time during the previous school year and is not known to be continuing (withdrawal code 74), yes. This exit collection is inclusive of students who left high school before the current school year, during the prior year, at the end of the prior year, or during the summer.

23) Should students that are were withdrawn from their original legal district of residence but are currently not attending anywhere as far as they know, still be included in the Students with Disabilities Follow-Up Student File?

Yes, if the student withdrew during the school year (including summer).

24) Should students who are grade 23 (Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma) but have not graduated or withdrawn be included in the Students with Disabilities Follow-Up Student File?

No, data is not collected for a student who is still attending high school.

25) Should students who receive services only (not on an Individualized Education Program) be included in the Students with Disabilities Follow-Up Student File?

No.

26) Should students who attend a County Board of Developmental Disabilities school be included in the Students with Disabilities Follow-Up Student File?

Yes, the legal district of residence will need to conduct follow up on these students.

27) Should students who are age 14 and over but under grade 9 be included in the Students with Disabilities Follow-Up Student File?

No. The legal district of residence is only required to follow up on students that are 14 and over AND have exited high school. Students that are age 14 but are under grade 9 are not considered high school grade level students.

28) My district did not meet the target(s) for Indicator 14. What are the actions my district must take?

Indicator 14 does not have required actions.

29) How were the targets for Indicator 14 determined?

The Department has changed its method of data collection from sampling to census. As such, the Department needed to reset the baseline and targets with input from stakeholders. The targets for Indicator 14 in the 2024-25 Special Education Profile are the state's performance on the indicator for the same year. This is done only for the first year of reporting (i.e., the baseline). The Department will have opportunities for stakeholders to help set targets for Indicator 14 for the next couple of years in spring 2025.

30) Why does Indicator 14 look different this year?

Historically, the Department reported only the participation requirement for Indicator 14 in the Special Education Profile. Beginning with the 2024-25 Special Education Profile, the Department began reporting response rate and results for each of the Indicator 14 measures a, b, and c using data submitted to EMIS as part of the Exiting Student Follow-Up (FW) Record. More information is available at the Department's [Indicator 14 Exiting Student Data Collection webpage](#).

31) Can a district appeal their Indicator 14 data?

At this time, indicator 14 does not have required actions, and as such, data appeals are not available. The department is in process of developing additional resources to help districts understand indicator 14 measures a, b, and c. In the meantime, please send questions about Indicator 14 to exceptionalchildren@education.ohio.gov.

32) What email do we contact with Indicator 14 questions?

Contact the Department via email at exceptionalchildren@education.ohio.gov.