IDEA Post-School Outcomes (Indicator 14) Technical Documentation

Version 1.0

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Department of Education & Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates occurred from prior years. RED underlined text indicates significant changes and updates for additions and ~~RED text with strikethroughs~~ indicates deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

Date	Profile Effective Date	Description
03/13/2026	2025-2026	Student Outcome Examples added
12/23/2025	2025-2026	Targets added
09/15/2025		Release of Technical Document

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all EMIS data. Districts should review and verify data before the close of the different data collections. This verification should include all relevant reports, including those in the General Issues Reports.

The Department uses the data for this indicator to evaluate valid and reliable data reporting. The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before it is final. *The local education agency (LEA) is responsible for data verification and validation. The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.* The EMIS Validation and Report Explanations webpage lists current Level 1 and 2 report explanations as well as a list of General Issues Reports that should be used to validate data. Another resource to validate data for students who cross LEAs is the Ohio District Data Exchange (ODDEX).

Secure Data Center Reports Breadcrumb Trails

The breadcrumb trails outlined in this section guide users through the SDC interface to locate specific reports related to Indicator measures. These navigation paths are essential for verifying student group performance and preparing accountability reviews. **At this time the report is unavailable but will be released in the future.**

- **Indicator 14**
  - Report Portal>Secure Data Center> Special Education Indicators > **Special Education Post-Secondary Outcomes (to be released in future)**

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Introduction

The Individuals with Disabilities Education Act (IDEA) Section 1416 (a) (3) mandates states to report on the post-school engagement of students with disabilities in post-secondary education and employment. IDEA Indicator 14 is a key component of Ohio's accountability system for special education, fulfilling this requirement. This indicator measures the percentage of youth who, within one year of leaving high school, are no longer in secondary school, had Individualized Education Programs (IEPs) in effect when they left school, and enrolled in higher education, competitively employed, or participating in other post-secondary education or training programs.

This technical document on Indicator 14 provides a comprehensive overview, detailing who is included in the calculation, how it is calculated, the special education reports that include this data, and the data sources used by the Department, such as the Education Management Information System (EMIS) and the National Student Clearinghouse (NSC). The document aims to clarify the steps to gather, analyze, and report the data, ensuring compliance with federal guidelines and providing valuable insights for stakeholders.

The IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) set the data source and measurement for Indicators. The Department calculates Indicator 14 using data submitted to EMIS as part of the Exiting Student Follow-Up (FW) Record. More information is available on the Department's Indicator 14 Exiting Student Data Collection webpage. The Exiting Students Follow Up Extract (All Students) (FLUP-001) identifies the students with the SWD INCLD FLAG (Students with Disabilities Post-School Engagement Follow-Up Flag) indicating whether a former student is part of the exiting students with disabilities group.

Various reports and evaluations include data from Indicator 14 to ensure comprehensive monitoring and accountability of special education services. These include the Special Education Profile, which provides detailed district and community-school level data; the Annual Performance Report (APR), which the U.S. Department of Education receives; the Public Indicator Report, which is publicly posted to provide transparency and inform stakeholders; and the Special Education Rating, which assesses the performance of these entities. Each of these reports plays a crucial role in evaluating and improving the educational outcomes for students with disabilities in Ohio.

Business Rules

Determining Students Included in the Denominator

Indicator 14 evaluates students with disabilities, ages 14-21, who exited high school and had an Individualized Education Program (IEP) in effect when they left school. Unlike the Local Report Card calculations, Special Education Indicators calculations are not calculated based on the full academic year and adjusted graduation cohort criteria. The **district of residence** ensures data reporting for each element of the FW Record in EMIS for each student with disabilities identified on the **FLUP-001** with the **SWD INCLD FLAG = Y**.

A student counts at the district of residence based on the following criteria:

- Student was a **resident** of the district,
- Student had an **IEP in place** at the time of exiting
- Students were **aged 14-21**, regardless of grade level
- Students who were reported as a Graduate, High School Dropout, Reinstated Transfer are included

A student will not count at the district of residence or district of service based on the following criteria:

- Students who were reported as a Transfer Out
- Students who received the Jon Peterson, Autism, Cleveland, or EdChoice Scholarships at the time of exiting
- Students who only received special services from a district

Determining Final Values if Multiple Sources Report a student

Multiple districts may report a student in the Exiting Student Follow-Up Collection, as this collection also serves Graduate and Career Technical Education Follow-ups. When multiple districts/sources report values for a student in an Exiting Student Follow-Up element, the Department applies the following rules to determine the value EMIS uses for that student.

1. **Evaluate Each Status Element Separately:**
A student may receive final data from different sources for different elements. The Exiting Student Follow-Up Collections include the following status elements:

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

2. **Rules for Determining Data:**

- If the SWD accountable district provides an affirmative or negative response ("Y" or "N"), then use the data reported by the SWD accountable district1.
- If the SWD accountable district reports a default value, then use the data from another district (either the CTE accountable district or the Grad accountable district) if it reports an affirmative ("Y") value2.
- If both the CTE accountable district and the Grad accountable district report an affirmative ("Y") value, then use the Grad accountable district's data3.
- If one of the other districts reports a negative ("N") value and neither reports an affirmative ("Y") value, then use the data from that district4.
- If both other districts report a negative ("N") value, then use the Grad accountable district's data5.
- If both other districts report the default (**) value, then use the default values6.

3. **National Student Clearinghouse Data:**
Data for students found in the National Student Clearinghouse Research Center (NSC) dataset are utilized by the Department to determine post-secondary engagement for Exiting Student Follow-Up purposes. These data are used where appropriate. The source of the values being used for the student can be found in the (FLUP-005) SWD FOLLOW-UP VALUE report**.**

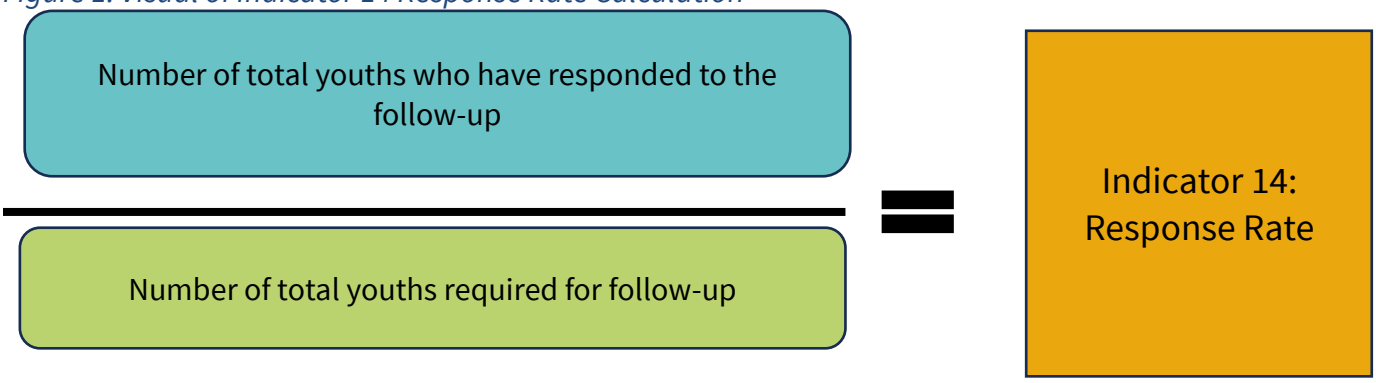
Indicator 14 Response Rate Calculation

The **Indicator 14 response rate** measures the success of survey data collection. It is calculated by dividing the number of respondents by the total number of required students. This rate helps assess the

effectiveness of programs and interventions for students with disabilities transitioning from secondary to post-secondary education (see Figure 1).

- **Code Section(s)**: IDEA Section 1416 (a) (3)
- **Grade Level**: All
- **N-Size**: None
- **Cell-Size:** None

Figure 1. Visual of Indicator 14 Response Rate Calculation



Indicator 14a Higher Education Calculation

To calculate **Indicator 14a**, the number of respondent youth who exited high school, had an IEP in effect when they exited, and enrolled in higher education within one year of exiting is divided by the number of respondent youth who exited high school and had an IEP in effect when they exited.

Numerator:

The number of respondent youths who are no longer in secondary school, had an IEP in effect when they left school, and were enrolled in higher education within one year of leaving school. To be considered "enrolled in higher education," a student must have:

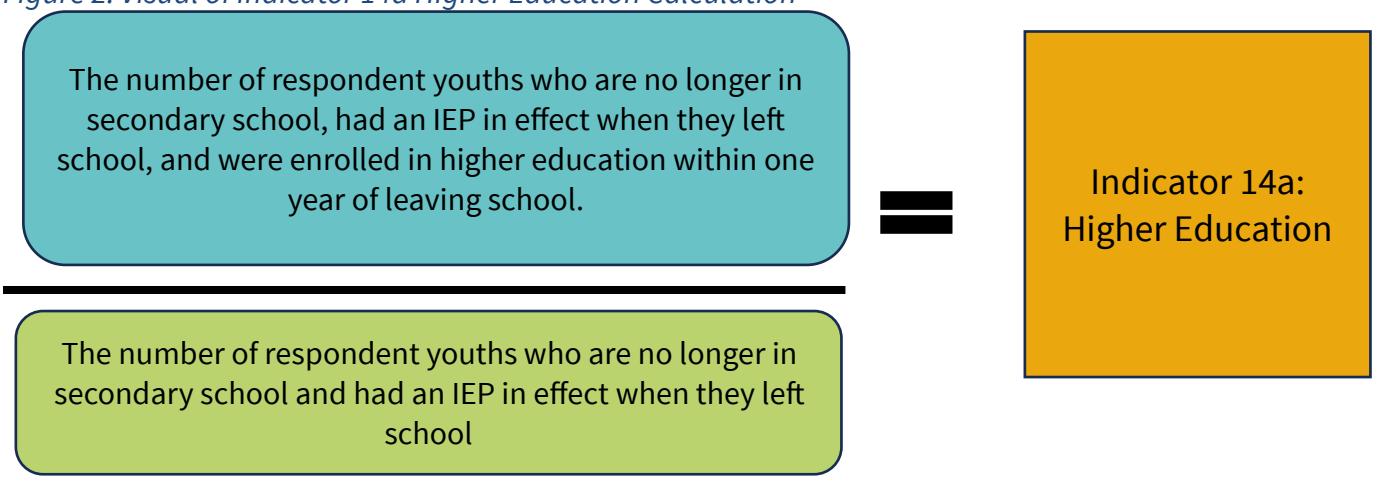
- **A postsecondary status (FW250)** = 'Y' **and**
- **A postsecondary type (FW260)** = '4Y', '2Y', or 'CR' **and**
- **A postsecondary enrollment duration (FW280)** = 'Y'

Denominator:

The number of respondent youths who are no longer in secondary school and had an IEP in effect when they left school.

- **Code Section(s)**: IDEA Section 1416 (a) (3)
- **Grade Level**: All
- **N-Size**: None
- **Cell-Size:** None

Figure 2. Visual of Indicator 14a Higher Education Calculation



Indicator 14b Higher Education or Competitively Employed Calculation

To calculate **Indicator 14b**, the number of respondent youths who exited high school, had an IEP in effect when they exited, and enrolled in higher education or were competitively employed within one year of exiting is divided by the number of respondent youths who exited high school and had an IEP in effect when they exited.

Numerator:

The number of respondent youths who are no longer in secondary school, had an IEP in effect when they left school, and enrolled in higher education or were competitively employed within one year of leaving high school. To be considered "enrolled in higher education or competitively employed," a student must meet the criteria for either higher education **or** employment:

- 'Enrolled in higher education' **or**
- **Employment status (FW160)** = 'Y' **and**
- **Employment duration code (FW190)** ='Y' **and**
- **Employment typical hours per week (FW180)** = '20', '28', or '35' **and**
- **Employment type code (FW200)** = 'Y' **and**
- **Employment setting code (FW210)** = 'Y' **and**
- **Employment advancement opportunity code (FW220)** ='Y' **or**
- **Military enlistment status code (FW290)** = 'Y'

Indicator 14b is cumulative, meaning:

- Students included in **14a** also are included in **14b**.

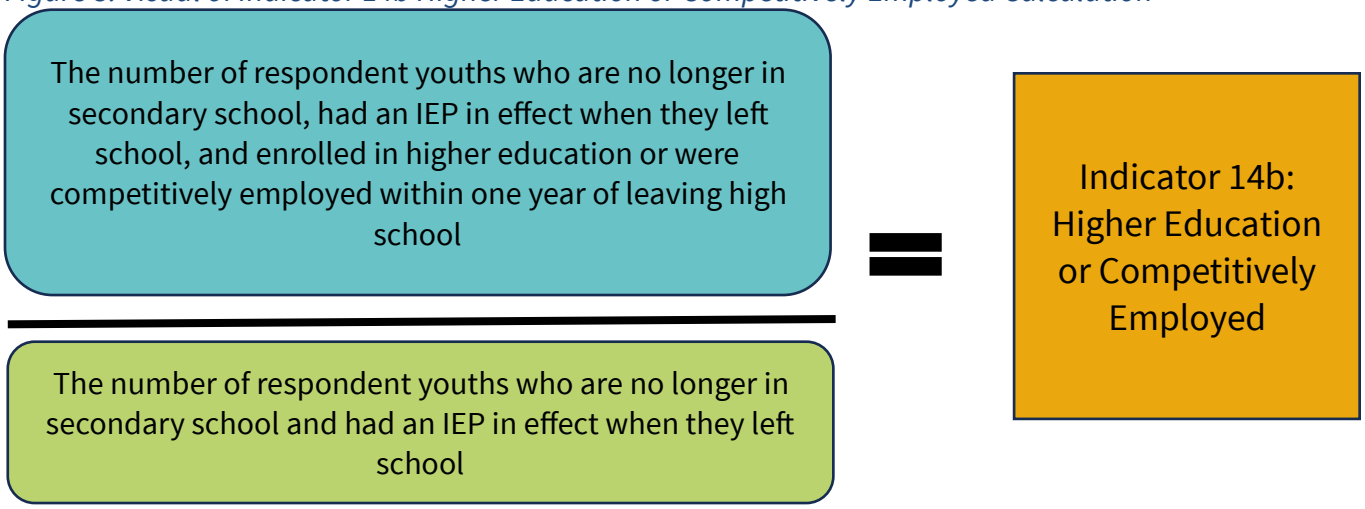
Denominator:

The number of respondent youths who are no longer in secondary school and had an IEP in effect when they left school.

- **Code Section(s)**: IDEA Section 1416 (a) (3)
- **Grade Level**: All
- **N-Size**: None

- **Cell-Size:** None

Figure 3. Visual of Indicator 14b Higher Education or Competitively Employed Calculation



Indicator 14c Higher Education, Competitively Employed, or Other Education/Training/Employment Calculation

To calculate **Indicator 14c**, the number of respondent youth who exited high school, had an IEP in effect when they exited and were *competitively employed*, or *enrolled in higher education,* or in *some other postsecondary education/training/employment program* within one year of exiting is divided by the number of respondent youth who exited high school and had an IEP in effect when they exited.

Numerator:

The number of respondent youths who are no longer in secondary school, had an IEP in effect when they left school and were *competitively employed*, or *enrolled in higher education,* or in *some other postsecondary education/training/employment program* within one year of leaving high school.

To be considered 'enrolled in higher education, or competitively employed, or other,' a student must meet the criteria for one of the following:

- 'Enrolled in higher education' **or**
- 'Enrolled in higher-education or competitively employed' **or**
- Other:
  - **Postsecondary status code (FW250)** = 'Y' **and**
  - **Postsecondary enrollment duration (FW280)** = 'U' **and**
  - **Postsecondary type (FW260)** = 'OT', 'TC', or 'UN', **or**
  - A**pprenticeship status (FW230)** = 'Y' **or**
  - **Service program status (FW300)** = 'Y'

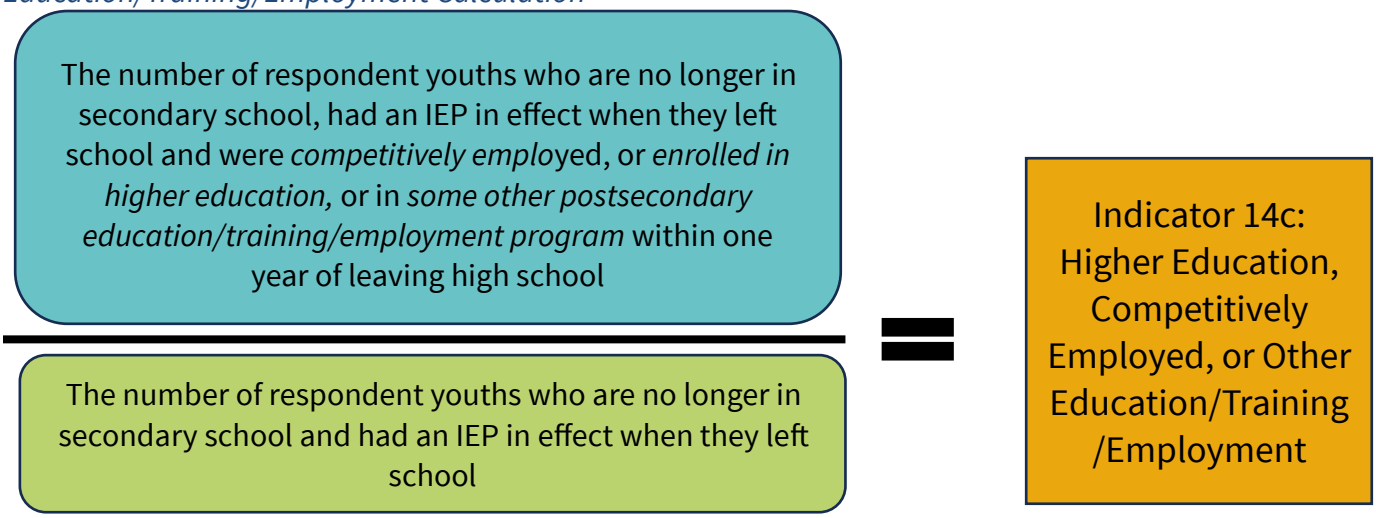
Indicator 14c is cumulative, meaning:

- Students included in **14a and 14b** also are included in **14c**.

Denominator:
The number of respondent youths who are no longer in secondary school and had an IEP in effect when they left school.

- **Code Section(s)**: IDEA Section 1416 (a) (3)
- **Grade Level**: All
- **N-Size**: None
- **Cell-Size:** None

Figure 4. Visual of Indicator 14c: Higher Education, Competitively Employed, or Other Education/Training/Employment Calculation



Student Outcome Examples

The Student Outcome Examples chart provides detailed scenarios that illustrate how students are included in, or excluded from, the Indicator 14 calculations based on the established EMIS reporting rules and denominator criteria. These examples are designed to support districts in accurately interpreting federal and state requirements by demonstrating how specific exit reasons, follow-up status elements, scholarship participation, district relationship codes, and age/IEP conditions affect a student's placement in the calculation. By reviewing these examples, districts can more effectively verify their data, ensure consistent application of business rules, and improve the accuracy of their post-school outcomes reporting.

- **Student A:** A student aged 18, exited the district on May 24, 20xx with **withdraw code 99 (Graduated)** and had an **IEP in place at the time of exit**. The student was a **resident** and did **not** have an enrollment in a public school in the following school year; the student is **included** in the Indicator 14 denominator.
- **Student B**- A student aged 16, exited the virtual community school on December 13, 20xx with **withdraw code 76 (Non-Attendance According to the 72-Hour Rule)** and had an **IEP in place at time of exit**. The student did **not** have an enrollment in a public school in the following school year; the student is **included** in the Indicator 14 denominator.
- **Student C**- A student aged 18, exited the district on May 24, 20xx with **withdraw code 99 (Graduated)** and had an **IEP in place at the time of exit**. The student was a **resident** and did **not**

have an enrollment in a public school in the following school year; the student is **included** in the Indicator 14 denominator.

- **Student D**- A student aged 19, exited the district on May 24, 20xx with **withdraw code 99 (Graduated)** and had an **IEP in place at the time of exit**. The student was a **resident** and did **not** have an enrollment in a public school in the following school year; the student is **included** in the Indicator 14 denominator.
- **Student E**- A student aged 15, exited the district on January 3, 20xx with **withdrawal code 41 (Transferred to another Ohio district)**, and had an **IEP in place at the time of exit.** The student did **not** have an enrollment in a public school in the current year or the following school year; the student is **included** in the Indicator 14 denominator.
- **Student F**- A student aged 17, exited the district on October 3, 20xx with **withdrawal code 40 (Transferred to Another School District Outside of Ohio)**, an **IEP in place at the time of exit.** Because withdrawal codes 40,41 (with enrollment into another Ohio Public district), 42, 43, 45, 46, 51, and 52 are excluded, the student is **not included** in the Indicator 14 denominator.
- **Student G**- A student was reported with **Sent Reason = JP**, indicating participation in the Jon Peterson Special Needs Scholarship. Students with sent reasons **AU, CS, JP, or TI** are excluded. Therefore, this student is **not included** in Indicator 14.
- **Student H**- A student was reported with **District Relationship = 2**, meaning the district was not responsible for follow-up data. Students with this relationship code are **excluded** from the denominator.
- **Student I-** A student's **Other Follow-Up Status (FW310) = D (Deceased)**. Because deceased students are not included in follow-up reporting, the student is **excluded** from Indicator 14 calculations.

Table 1:Student Examples Chart

Follow-up Element	Student A	Student B	Student C	Student D	Student E
Postsecondary status (FW250)	*	*	Y	*	*
Postsecondary Type (FW260)	*	*	2Y	*	*
Postsecondary Enrollment Duration (FW280)	*	*	Y	*	*
Employment status (FW160)	N	N	*	*	*
Employment Duration (FW190)	Y	Y	*	*	*
Employment Typical Hours per Week (FW180)	20	35	*	*	*
Employment Type (FW200)	Y	Y	*	*	*
Employment Setting (FW210)	Y	Y	*	*	*
Employment Advancement Opportunity (FW220)	Y	U	*	*	*
Military Enlistment Status (FW290)	*	*	*	Y	*
Apprenticeship Status (FW230)	*	*	*	*	Y
Service Program Status (FW300)	*	*	*	*	*
Measures Student Included in	14b, 14c	None, FW220 report as unknown	14a,14b, 14c	14b, 14c	14c

Indicator 14 Met/Not Met Status

Federal law requires states to establish a system of general supervision to monitor educational agencies' implementation of IDEA 2004. The Phase 2 release of the Special Education Profile provides Indicator 14 data. While the indicator does not currently require actions, educational agencies should review the data to ensure systems are in place to meet the targets.

The Department determines the Met or Not Met status for Indicator 14 based on performance relative to the target. The targets must be rigorous yet attainable, reflect broad stakeholder input, and show improvement over the state's baseline data in the final year.

The Department changed its method of data collection from sampling to census beginning with the 2024-25 Special Education Profile. Consequently, the Department reset the baseline and targets. The targets for Indicator 14 in the 2024-25 Special Education Profile are based on the state's performance on the indicator for that same year. This is done only for the first year of reporting (i.e., the baseline).

Table 2: Indicator 14 Target

Special Education Profile Year	2024-2025 Released in Phase 1	2025-2026 Released in Phase 2	2026-2027 Released in Phase 2
Data Year*	2023-2024 School Year	2024-2025 School Year	2025-2026 School Year
14a Target	≥9.30%	≥9.80%	≥10.30%
14b Target	≥27.50%	≥28.00%	≥28.50%
14c Target	≥49.33%	≥49.80%	≥50.30%

Appendix A Inclusion Criteria

Students are included in the **district of residence** for the following Measures/Indicators:

IDEA POST-SECONDARY OUTCOMES (INDICATOR 14)

IF the students are reported in the Education Management Information System (EMIS) with the following:

Denominator Criteria

- Identified on the FLUP-001 with
    - **Students with Disabilities Post-School Engagement Follow-Up Flag (FW110)** requiring a follow-up be completed (Y) AND
- **Other Follow-up Status Element (FW310)** doesn't indicate the student is deceased (D)

Includes any students withdrawn with Withdraw Reason Element (FS100) = 41 (but no reenrollment in another Ohio Public school), 47, 71, 72, 73,74, 75, 76, 77, 79, or 99
Excludes any students withdrawn with Withdraw Reason Element (FS100) = 40, 42, 43, 45, 46, 51, or 52
Excludes any students reported with Students with Sent Reason 1 or 2 (FS200 or FS230) = AU, CS, JP, or TI
Excludes any students reported with District Relationship Element = 2

Numerator Criteria

Response Rate

- **Employment Status (FW160) ≠ *** OR
- **Apprentice Status (FW230) ≠ *** OR
- **Postsecondary Education Status (FW250) ≠ *** OR
- **Military Enlistment Status (FW290) ≠ *** OR
- **Service Program Status (FW300) ≠ ***

Higher Education

- **Postsecondary status (FW250) = Y** AND
- **Postsecondary Type (FW260) = 4Y, 2Y, or CR,** AND
- **Postsecondary Enrollment Duration (FW280) = Y**

Competitively Employed

- **Employment status (FW160) = Y,** AND
- **Employment Duration (FW190) =Y,** AND
- **Employment Typical Hours per Week (FW180) = 20, 28, or 35,** AND
- **Employment Type (FW200) = Y, AND Employment Setting (FW210) = Y,** AND
- **Employment Advancement Opportunity (FW220) = Y** OR
- **Military Enlistment Status (FW290) = Y**

Other Education/Training/Employment Calculation

- **Postsecondary Status (FW250) = Y,** AND
- **Postsecondary Enrollment Duration (FW280) =U,** AND
- **Postsecondary Type (FW260) = OT, TC, or UN**, OR
- **Apprenticeship Status (FW230) = Y,** OR

- **Service Program Status (FW300) = Y**

Appendix B: Definitions

Respondent Youth

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

Enrolled in Higher Education

In the context of the Special Education Profile the elements required to be reported to be considered as "enrolled in higher education" are as follows:

Post-Secondary Education Status-The postsecondary or advanced training status of the former student in the year after the student left secondary education. Postsecondary education or advanced training includes a wide range of opportunities for a former student to increase their knowledge, skills, and abilities.

Post-Secondary Education Type- The type of postsecondary education or advanced training in which the former student has enrolled. Other Advanced training means youth who have been enrolled any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school other than an Ohio technical center).

Post-Secondary Enrollment Duration- The postsecondary enrollment term completion status for the former student. Terms are defined by each postsecondary location where a student enrolls. Possible terms include "quarters", "semesters", and other options that may vary by location.

Competitive Employment

In the context of the Special Education Profile the elements required to be reported to be considered as "competitive employment" are as follows:

Employment Status- The employment status of the former student in the year after the student left secondary education. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Employment Typical Hours Per Week- The typical number of hours the former student works in a week.

Employment Duration- The number of days of employment. The days do not have to be continuous or in the same position.

Employment Compensation Type- The former student performed work that was compensated at a rate that meets the requirements for competitive integrated employment. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of competitive integrated employment, the former student must perform work on a full-time or part-time basis (including self-employment) and be compensated at a rate that is as follows:

A. Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment
B. Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and
C. In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and
D. Is eligible for the level of benefits provided to other employees.

Employment Setting- The former student performed work at a location that meets the requirements for competitive integrated employment. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of competitive integrated employment, the former student must perform work at a location that is as follows:

A. Typically found in the community; and
B. Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons.

Employment Advancement Opportunity- The former student performed work that provides advancement opportunities that meet the requirements for competitive integrated employment. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of "competitive integrated employment", the former student must perform work that presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

Military Enlistment Status- The military status of the former student in the year after the student left secondary education. The enlistment status of the student in any of the armed forces as defined in Ohio Revised Code 5910.01.

Enrolled in other postsecondary education or training

In the context of the Special Education Profile, "enrolled in other postsecondary education or training" means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

Apprenticeship Status- The apprenticeship status of the former student in the year after the student left secondary education.

Service Program Status- The service program status of the former student in the year after the student left secondary education. Qualifying Service Programs are defined in The Strengthening Career and Technical

Education for the 21st Century Act (Perkins V) as “a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.)” (i.e., AmeriCorps) or “volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a))”.

Some other employment

In the context of the Special Education Profile, “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 (e.g., farm, store, fishing, ranching, catering services, etc.).