
Indicator 14: Post-School Outcomes Survey – Special Education Services

Summary Report for 2020-21 Exiters 2021-22 Data Collection



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- In summer 2022, contact information (phone/address/email) was obtained for the 7,254 students with disabilities who exited Oklahoma schools in 2020-21. These “exiters” were students with disabilities who, during the 2020-21 school year, graduated with a regular high school diploma, dropped out of high school, exceeded the maximum age (21) for receipt of special education services, or had an unknown exit reason.
- Each exiter was sent a survey via email asking about their postsecondary education and employment activities in the past year. The exiters who did not complete the survey via email were contacted for phone interviews. Of the 421 participating districts, 57 districts opted-in to attempt calling each of the exiters in their district for a phone interview. Exiters from the other districts were contacted by professional phone interviewers. Exiters who did not complete the survey via email or phone were mailed a postcard with a link to complete the survey online.
- 1,898 exiters completed a survey/interview (on the phone or online) for a response rate of 26.16%.
- 1,220 of the 7,254 exiters had blocked, business, disconnected, or wrong phone numbers. If these unreachable exiters are excluded from the denominator, the adjusted response rate is 31.46% (1,898/6,034).
- The response rates were analyzed by the demographic characteristics of gender, race/ethnicity, primary disability, and type of exiter to determine if one group of exiters was more likely to respond than another group. For example:
 - Female exiters (24%) were significantly less likely to respond than male exiters (27%).
 - Exiters who are White (28%) were significantly more likely to respond than exiters who are Black (22%).
 - Exiters with Autism (36%) were significantly more likely to respond than exiters with Other Health Impairments (28%), an Intellectual Disability (25%), Specific Learning Disability (24%), or Emotional Disturbance (20%).
- Of the 1,898 interviewed exiters, 70% were enrolled in higher education, competitively employed, or were engaged in some other type of postsecondary education/training or employment. This percentage is the “overall success rate” (Measurement C). The overall success rate was analyzed by demographic characteristics to determine if one group of exiters was more likely to have met Measurement C than another group. For example:
 - Exiters with Autism (57%) were significantly more likely to meet Measurement C than exiters with an Intellectual Disability (51%).
 - Exiters who graduated with a diploma (71%) were significantly more likely to meet Measurement C than exiters who dropped out of high school (47%).

I. 2021-22 Results – 2020-21 Exiters

A. Response Rate

- 1,898 exiters completed an interview (on the phone or online) for a response rate of 26.16% (see Display I.A-1).

Display I.A-1: Response Rate

Responses	Percent
Total in Sample	7,254
Total Completed Interviews	1,898
Response Rate	26.16%

- Of the 421 participating districts, 57 districts opted-in to call their own exiters from their district. Display I.A-2 shows the response rates for the 57 districts that opted in compared to the 364 districts that did not opt-in. Districts that opted-in to do the calls had a much higher response rate (58.31%) compared to districts that did not opt-in to do the calls (20.63%).

Display I.A-2: Opt-In Districts vs. Non-Opt-In Districts Response Rates

	# Districts	# in Sample	# Completed Interviews	Response Rate
Total	421	7,254	1,898	26.16%
Opt-In	57	1,065	621	58.31%
Non-Opt-In	364	6,189	1,277	20.63%

- Of those who completed an interview, 69% of the respondents were parents and 19% were students (see Display I.A-3).

Display I.A-3: Respondents

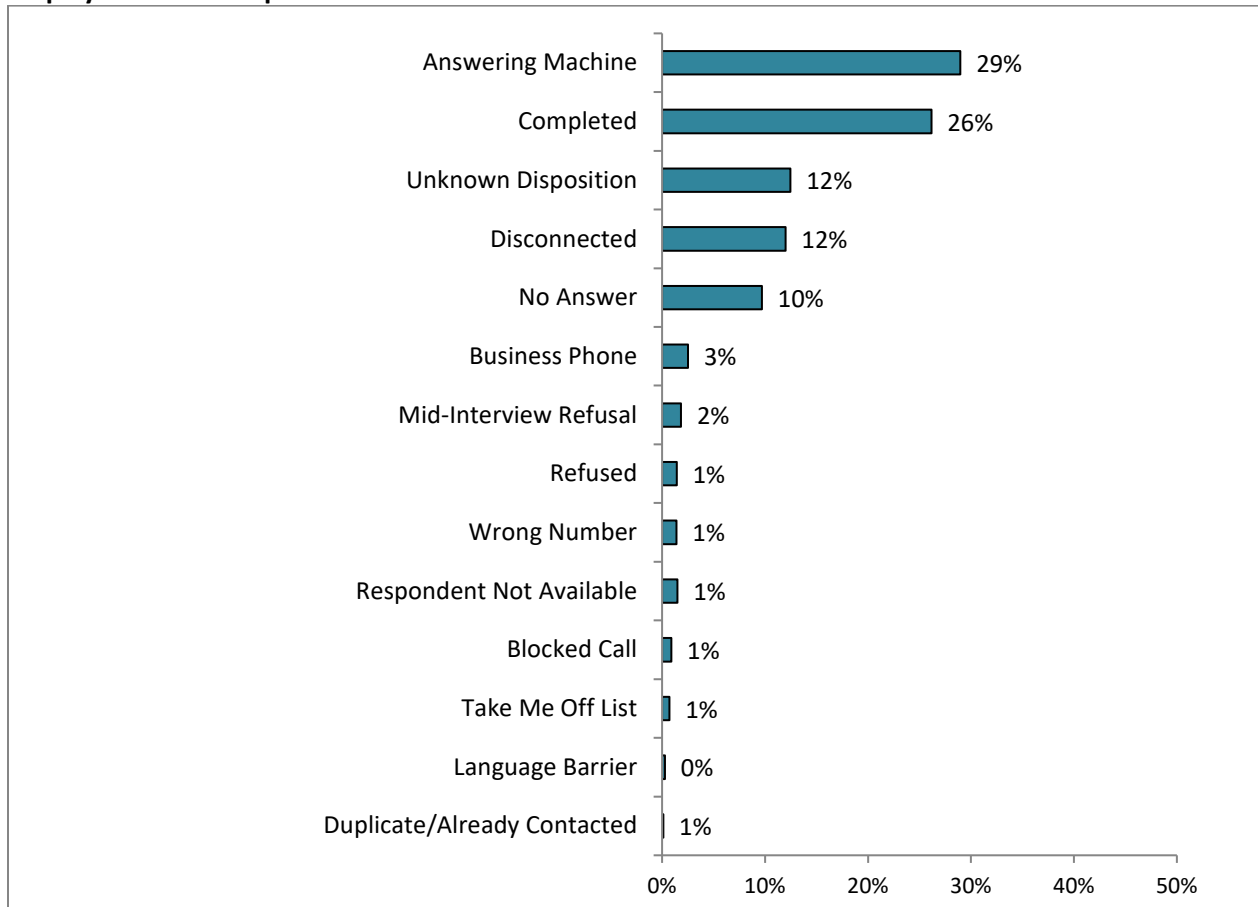
	Number	Percent
Who Completed the Survey	1,897	
Student	357	18.82%
Parent	1301	68.58%
Guardian	128	6.75%
Other	111	5.85%

- 1,220 of the 7,254 exiters had blocked, business, disconnected, or wrong phone numbers. If these unreachable exiters are excluded from the denominator, the adjusted response rate is 31.46% (1,898/6,034) (see Displays IA-4 through IA-6).

Display I.A-4: Call Disposition

Disposition	Frequency	Percent
Answering Machine	2,102	28.98%
Blocked Call	65	0.90%
Business Phone	183	2.52%
Completed	1,898	26.16%
Disconnected	870	11.99%
Duplicate/Already Contacted	8	0.11%
Language Barrier	20	0.28%
Mid-Interview Refusal	134	1.85%
No Answer	703	9.69%
Refused	104	1.43%
Respondent Not Available	108	1.49%
Take Me Off List	52	0.72%
Unknown Disposition	905	12.48%
Wrong Number	102	1.41%
Total	7,254	100.00%

Display I.A-5: Call Disposition



Display I.A-6: Call Disposition – Unreachable Phone Numbers Removed

Disposition	Frequency	Percent
Answering Machine	2,102	34.84%
Completed	1,898	31.46%
Duplicate/Already Contacted	8	0.13%
Language Barrier	20	0.33%
Mid-Interview Refusal	134	2.22%
No Answer	703	11.65%
Refused	104	1.72%
Respondent Not Available	108	1.79%
Take Me Off List	52	0.86%
Unknown Disposition	905	12.48%
Total	6,034	100.00%

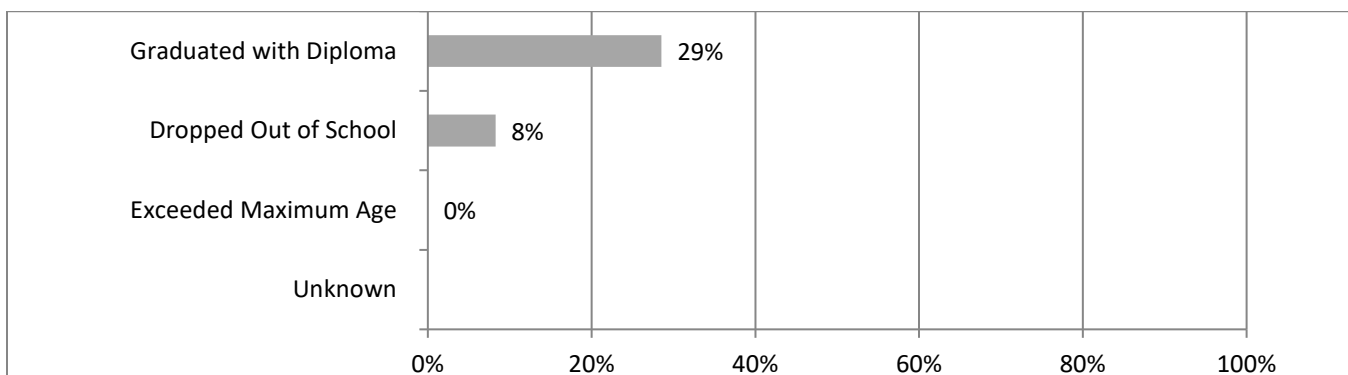
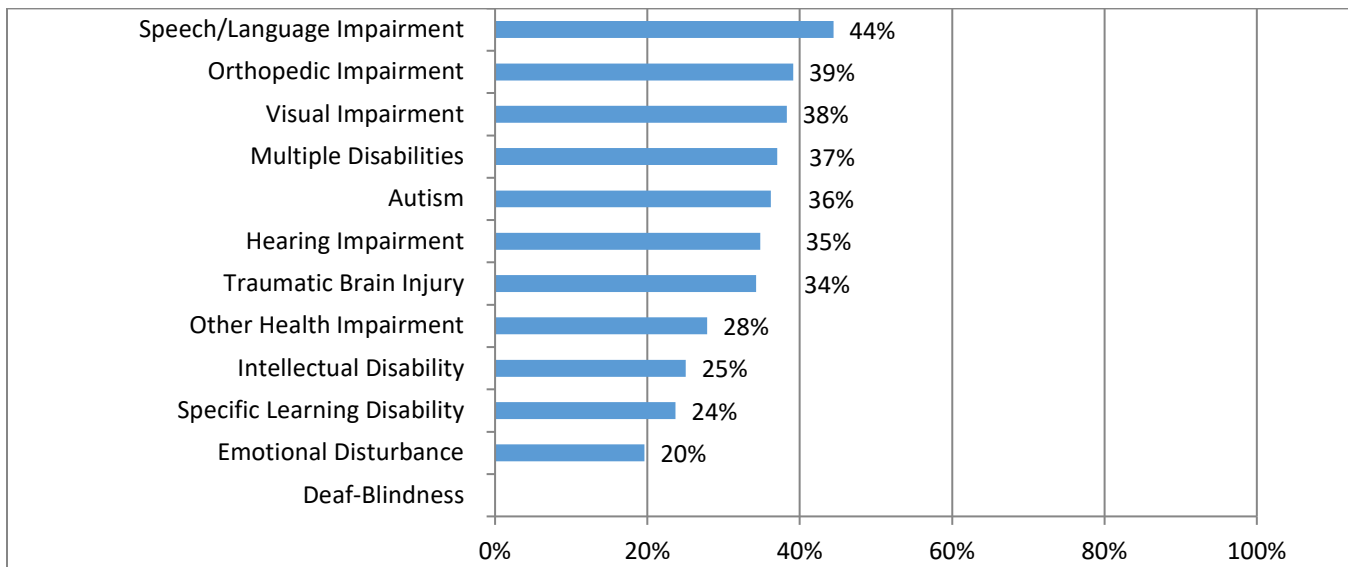
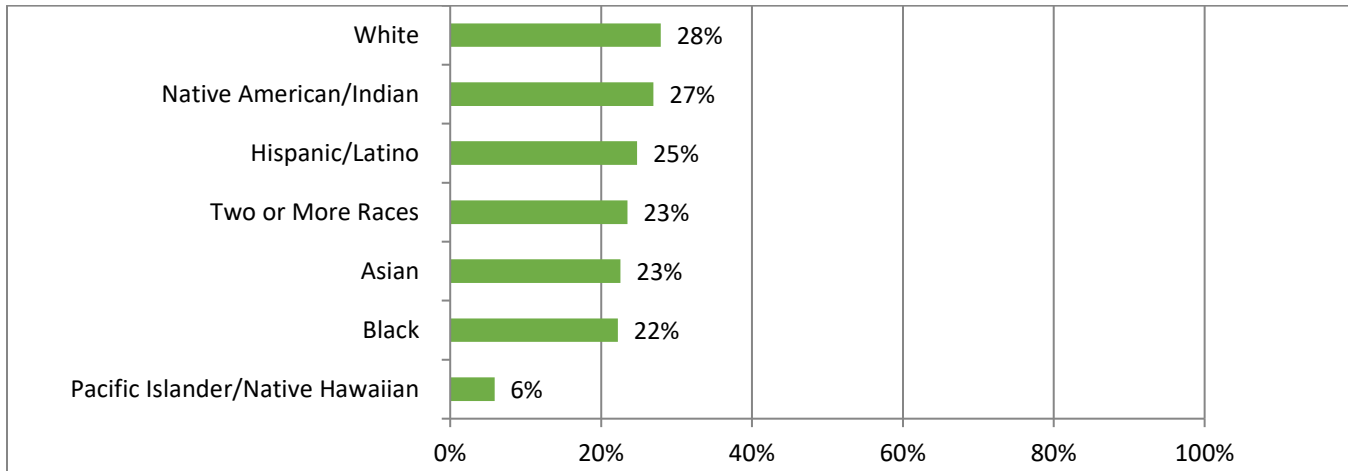
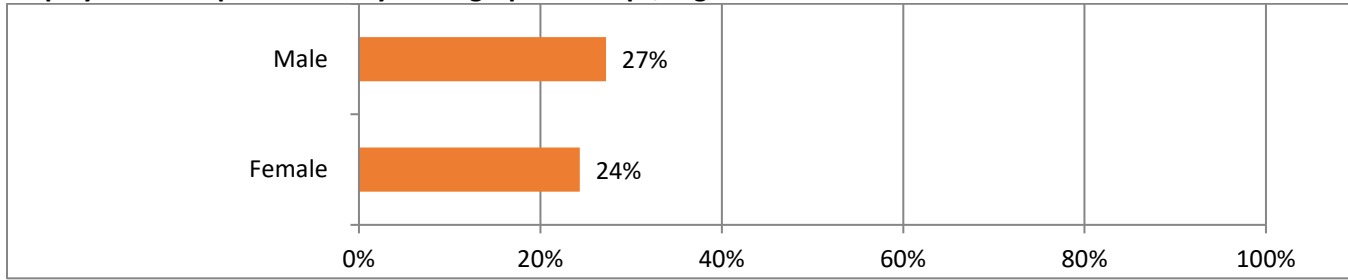
Note: Unreachable phone numbers include blocked, business, disconnected, or wrong numbers.

- The response rates were analyzed by the demographic characteristics of gender, race/ethnicity, primary disability, and type of exiter to determine if one group of exiters was more likely to respond than another group (see Displays I.A-7 and I.A-8).
 - Female exiters (24%) were significantly less likely to respond than male exiters (27%).
 - Exiters who are White (28%) were significantly more likely to respond than exiters who are Black (22%).
 - Exiters with Autism (36%) were significantly more likely to respond than exiters with Other Health Impairments (28%), an Intellectual Disability (25%), Specific Learning Disability (24%), or Emotional Disturbance (20%).
 - Exiters with an Emotional Disturbance (20%) were significantly less likely to respond than exiters with multiple disabilities (37%), a Hearing Impairment (including Deafness) (35%), or Other Health Impairments (28%).
 - Exiters who graduated with a diploma (29%) were significantly more likely to respond than exiters who dropped out (8%).

Display I.A-7: Response Rate by Demographic Groups

	Number in Sample	Number Interviewed	Response Rate
ALL	7,254	1,898	26%
Female	2,663	648	24%
Male	4,591	1,250	27%
Asian	62	14	23%
Black	752	167	22%
Hispanic/Latino	1,021	253	25%
Native American/Indian	1,047	282	27%
Pacific Islander/Native Hawaiian	17	1	6%
Two or More Races	779	183	23%
White	3,576	998	28%
Autism	591	214	36%
Deaf-Blindness	0	0	-
Emotional Disturbance	413	81	20%
Hearing Impairment (including Deafness)	112	39	35%
Intellectual Disability	567	142	25%
Multiple Disabilities	108	40	37%
Orthopedic Impairment	23	9	39%
Other Health Impairment	1,681	468	28%
Specific Learning Disability	3,659	867	24%
Speech/Language Impairment	18	8	44%
Traumatic Brain Injury	35	12	34%
Visual Impairment (including Blindness)	47	18	38%
Dropped Out of School	847	70	8%
Graduated with Diploma	6,405	1,828	29%
Exceeded Maximum Age	2	0	0%
Unknown	0	0	-

Display I.A-8: Response Rate by Demographic Groups, Highest to Lowest



B. Success Rates – Required Reporting

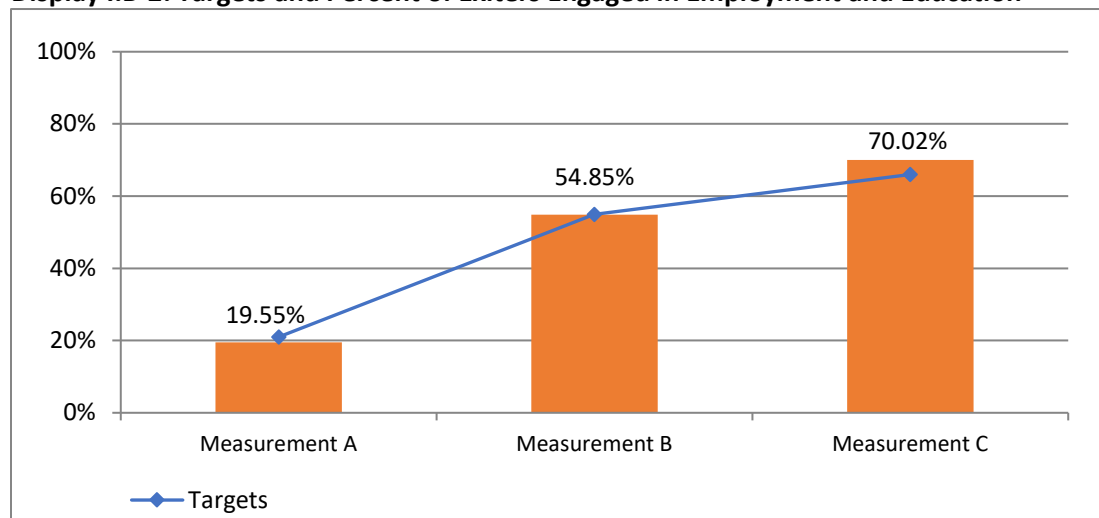
- This Postsecondary Outcomes Survey addresses Indicator 14 of the State Performance Plan (SPP)¹, which requires the State to report on the:
“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.*
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.*
 - 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.”*
- Displays IB-1 through 1B-3 are the reporting tables required by the Office of Special Education Programs (OSEP).
- Display IB-1 shows the percent of exiters who met the definition of each of the three measurements (see the Definitions box on page 11 for the definitions of each measurement and the four “measures” relating to the three measurements).
 - 20% of exiters were enrolled in higher education one year after exiting high school (Measurement A).
 - 55% were enrolled in higher education and/or competitively employed (Measurement B).
 - 70% were enrolled in some type of higher education, competitively employed, engaged in some other type of postsecondary education/training, or employed in any other type of employment (Measurement C).
- Display I.B-1 indicates whether State-determined targets for each of the three measurements were met. The targets for Measurements A and B were not met, but the target for Measurement C was met.
- Display I.B-2 shows the percent of exiters who met the definition of each of the three measurements in a bar chart format.
- Display I.B-3 shows the percent of exiters who fell into each of the four “measures.”

¹ Under Part B of the Individuals with Disabilities Education Act (IDEA), the State is required to report to the Office of Special Education Programs (OSEP) its performance, progress toward targets, and improvement efforts on each of seventeen (17) indicators; the Postsecondary Outcomes Survey is Indicator 14.

Display I.B-1: Targets and the Number and Percent of Exiters Engaged in Employment and/or Education

Category	Target	Number	Percent	Met Target Outright
Number of respondents in the denominator:		1,898		
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school.	21.00%	371	19.55%	No
Measurement B: Measurement A plus the percent of youth competitively employed within one year of leaving high school.	55.00%	1,041	54.85%	No
Measurement C: Measurement B plus the percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment.	66.00%	1,329	70.02%	Yes

Display I.B-2: Targets and Percent of Exiters Engaged in Employment and Education



Display I.B-3: Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Category	Number	Percent
Measure 1: Enrolled in higher education.	371	19.55%
Measure 2: Engaged in competitive employment (but not in Measure 1).	670	35.30%
Measure 3: Enrolled in other postsecondary education or training (but not in Measure 1 or 2).	111	5.85%
Measure 4: Engaged in some other employment (but not in Measures 1, 2, or 3).	177	9.33%
Not in any of the above four categories.	569	29.98%
Total	1,898	100.00%

Definitions

Measure 1: Enrolled in higher education within one year of leaving high school; enrolled on a full-time or part-time basis in a community college, college/university, or other institution that meets the definition of “Institution of Higher Education” in the Higher Education Act (HEA) for at least one complete term at any time in the year since leaving high school: (a) in an educational program to earn a degree or other recognized credential; OR (b) in a training program that lasts at least one academic year to prepare for gainful employment in a recognized occupation.

Measure 2: Competitively employed within one year of leaving high school; have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Measure 3: Enrolled in some other postsecondary education or training program within one year of leaving high school; meaning 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 educational or training program (e.g., Job Corps, adult education, workforce development program).

Measure 4: In some other employment within one year of leaving high school; 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.).

Measurement A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the HEA) within one year of leaving high school *must* be reported under Measurement A. This could include youth who also happen to be competitively employed or who are in some other training program; however, the key outcome of interest is enrollment in higher education.

Measurement B: All youth reported under Measurement A should also be reported under Measurement B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measurement C: All youth reported under Measurements A and B should also be reported under Measurement C, in addition to youth that are enrolled in some other postsecondary education or training program or in some other employment.

C. Success Rates – Disaggregated Results

- The success rates were analyzed by the demographic characteristics of gender, race/ethnicity, primary disability, and type of exiter to determine if one group was more likely to have engaged in postsecondary education and/or postsecondary employment than another group (see Displays I.C-1 and I.C-2).

Measurement A: Enrolled in Postsecondary Education

- Female exiters (23%) were significantly more likely to meet Measurement A than male exiters (18%).
- Exiters who are Asian (50%) were significantly more likely to meet Measurement A than exiters who are Two or More Races (16%) or Black (16%).
- Exiters with an Intellectual Disability (6%) were significantly less likely to meet Measurement A than exiters with a Hearing Impairment (including Deafness) (36%), Autism (22%), Other Health Impairment (21%), or a Specific Learning Disability (20%).
- Exiters who graduated with a diploma (20%) were significantly more likely to meet Measurement A than exiters who dropped out of high school (1%).

Measurement B: Enrolled in Postsecondary Education and/or Competitively Employed

- No significant differences were evident by gender or race/ethnicity.
- Exiters with Multiple Disabilities (13%) or an Intellectual Disability (30%) were significantly less likely to meet Measurement B than exiters with a Hearing Impairment (including Deafness) (67%), Specific Learning Disability (61%), Other Health Impairment (61%), or an Emotional Disturbance (58%).
- Exiters with Autism (39%) were significantly less likely to meet Measurement B than exiters with a Hearing Impairment (including Deafness) (67%), Specific Learning Disability (61%), or Other Health Impairment (61%).
- Exiters who graduated with a diploma (56%) were significantly more likely to meet Measurement B than exiters who dropped out of high school (37%).

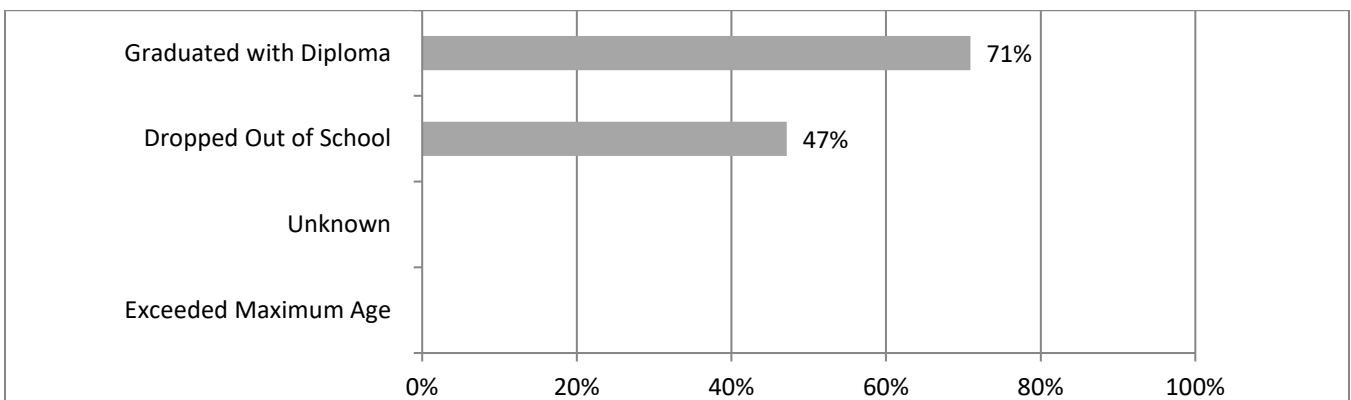
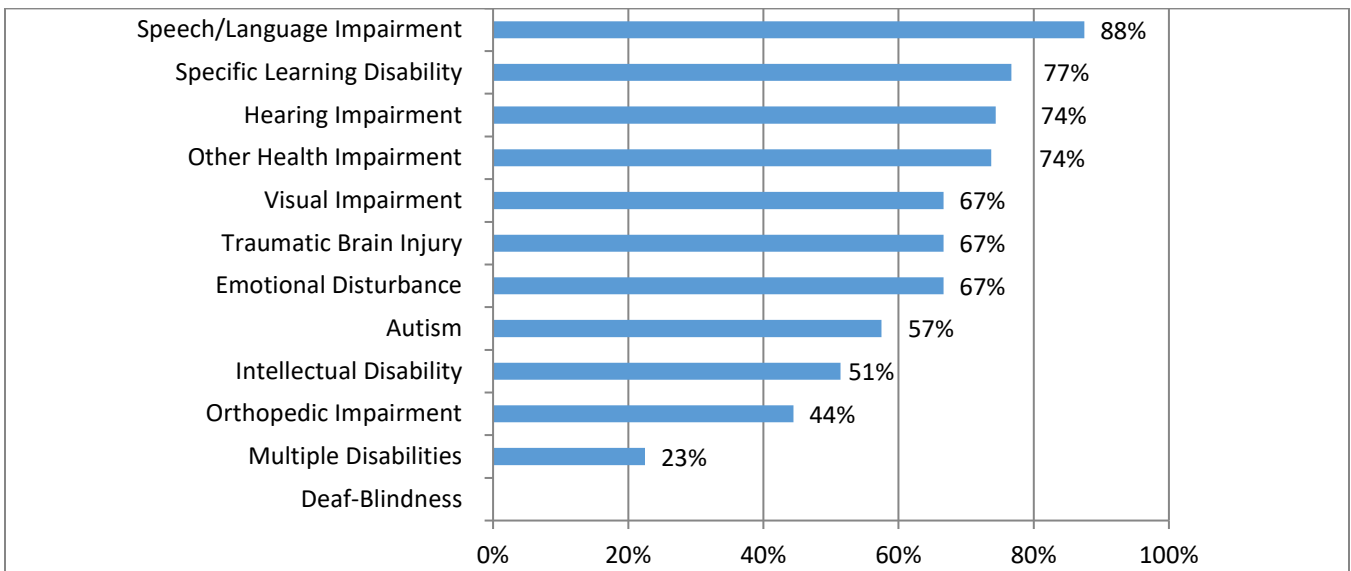
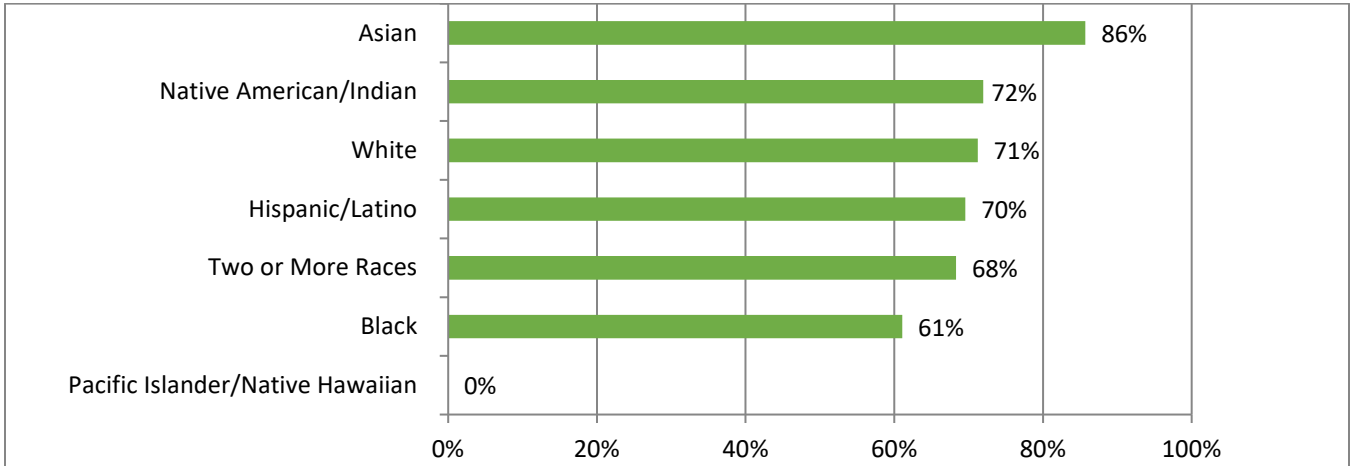
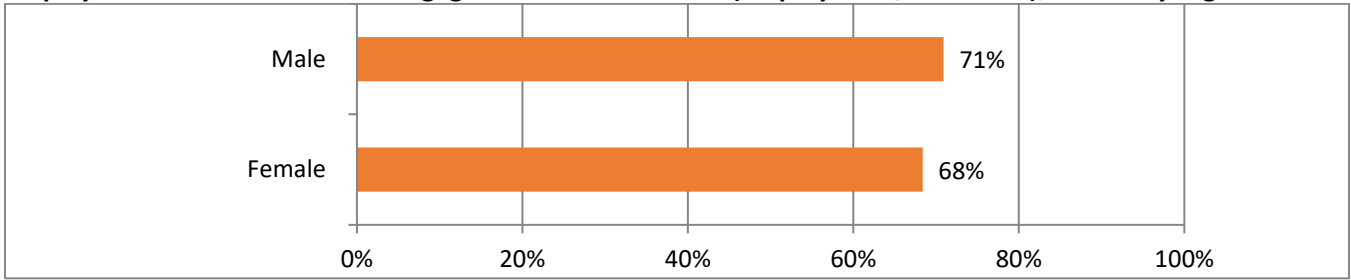
Measurement C: Enrolled in Postsecondary Education, Competitively Employed, and/or Engaged in Some Other Type of Education/Employment

- No significant differences were evident by gender or race/ethnicity.
- Exiters with Multiple Disabilities (23%) were significantly less likely to meet Measurement C than exiters with a Speech/Language Impairment (88%), Specific Learning Disability (77%), Hearing Impairment (including Deafness) (74%), Other Health Impairment (74%), Emotional Disturbance (67%), Visual Impairment (including Blindness) (67%), Autism (57%), or an Intellectual Disability (51%).
- Exiters with a Specific Learning Disability (77%) or Other Health Impairment (74%) were significantly more likely to meet Measurement C than exiters with Autism (57%) or an Intellectual Disability (51%).
- Exiters with Autism (57%) were significantly more likely to meet Measurement C than exiters with an Intellectual Disability (51%).
- Exiters who graduated with a diploma (71%) were significantly more likely to meet Measurement C than exiters who dropped out of high school (47%).

Display I.C-1: Percentage of Exiters Engaged in Employment/Education; Disaggregated by Exiter Characteristics

	Number Interviewed	Measurement A: Enrolled in Postsecondary Education	Measurement B: Enrolled in Postsecondary Education and/or Competitively Employed	Measurement C: Enrolled in Postsecondary Education, Competitively Employed, or Other Type of Education/Employment
ALL	1,898	20%	55%	70%
Female	648	23%	53%	68%
Male	1,250	18%	56%	71%
Asian	14	50%	64%	86%
Black	167	16%	51%	61%
Hispanic/Latino	253	20%	53%	70%
Native American/Indian	282	19%	55%	72%
Pacific Islander/Native Hawaiian	1	0%	0%	0%
Two or More Races	183	16%	58%	68%
White	998	20%	55%	71%
Autism	214	22%	39%	57%
Deaf-Blindness	0	-	-	-
Emotional Disturbance	81	16%	58%	67%
Hearing Impairment (including Deafness)	39	36%	67%	74%
Intellectual Disability	142	6%	30%	51%
Multiple Disabilities	40	8%	13%	23%
Orthopedic Impairment	9	22%	22%	44%
Other Health Impairment	468	21%	61%	74%
Specific Learning Disability	867	20%	61%	77%
Speech/Language Impairment	8	50%	88%	88%
Traumatic Brain Injury	12	25%	33%	67%
Visual Impairment (including Blindness)	18	22%	44%	67%
Dropped Out of School	70	1%	37%	47%
Graduated with Diploma	1,828	20%	56%	71%
Exceeded Maximum Age	0	-	-	-
Unknown	0	-	-	-

Display I.C-2: Percent of Exitters Engaged in Measurement C (Employment/Education); Sorted by Highest to Lowest



- Displays I.C-3 through I.C-8 disaggregate the results by the four “measures” relating to the overall three “measurements.” (Note: Measure 5 represents a “none of the above” situation.)

Measure 1: Enrolled in Higher Education

- Female exiters (23%) were significantly more likely to meet Measure 1 than male exiters (18%).
- Exiters who are Asian (50%) were significantly more likely to meet Measure 1 than exiters who are Two or More Races (16%) or Black (16%).
- Exiters with an Intellectual Disability (6%) were significantly less likely to meet Measure 1 than exiters with a Hearing Impairment (including Deafness) (36%), Autism (22%), Other Health Impairment (21%), or Specific Learning Disability (20%).
- Exiters who graduated with a diploma (20%) were significantly more likely to meet Measure 1 than exiters who dropped out of high school (1%).

Measure 2: Engaged in Competitive Employment

- Exiters with a Specific Learning Disability (50%), Emotional Disturbance (49%), or Other Health Impairment (49%) were significantly more likely to meet Measure 2 than exiters with Autism (26%), an Intellectual Disability (26%), or Multiple Disabilities (5%).
- Exiters with Multiple Disabilities (5%) were significantly less likely to meet Measure 2 than exiters with a Hearing Impairment (including Deafness) (49%).

Measure 3: Enrolled in Other Postsecondary Education or Training

- Exiters who graduated with a diploma (18%) were significantly more likely to meet Measure 3 than exiters who dropped out of high school (3%).

Measure 4: Engaged in Some Other Employment

- Exiters who are Asian (36%) were significantly more likely to meet Measure 4 than exiters who are Two or More Races (7%).

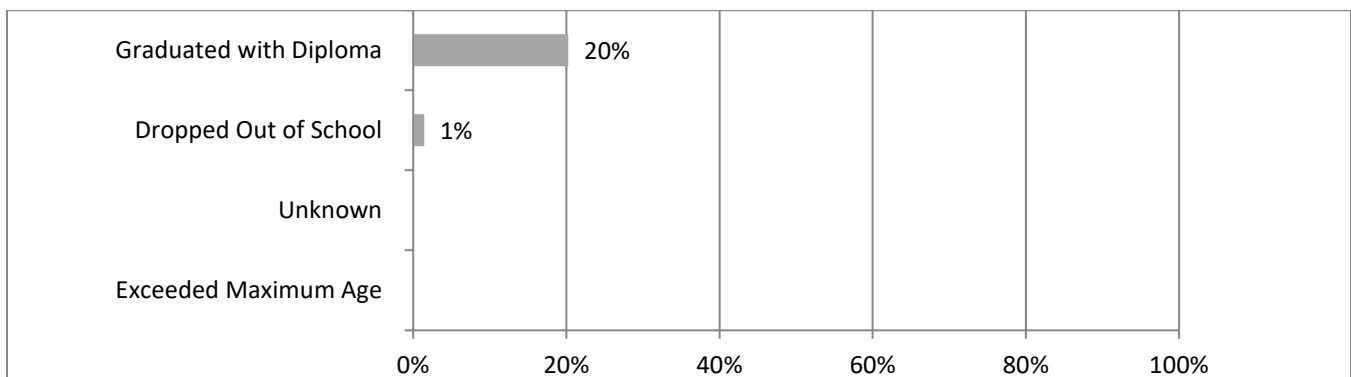
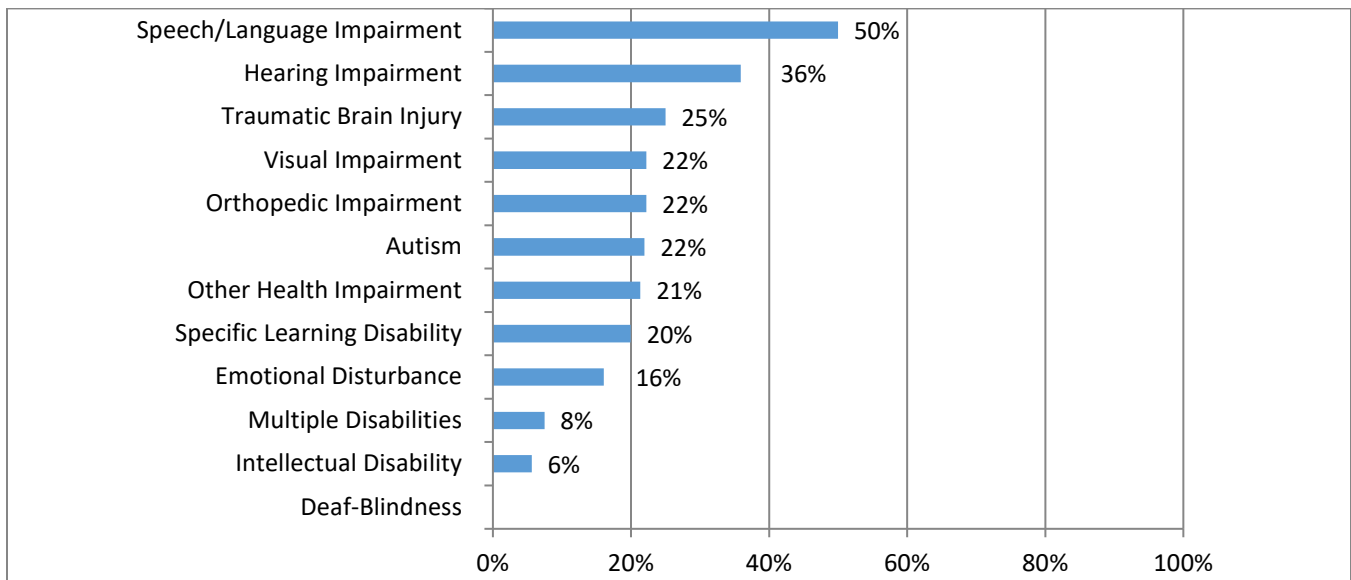
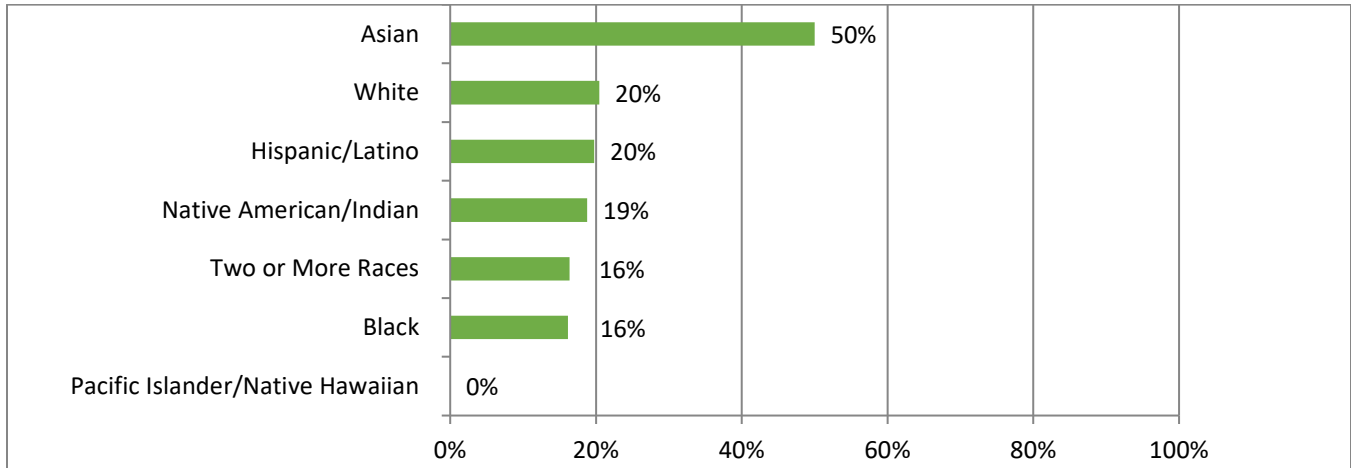
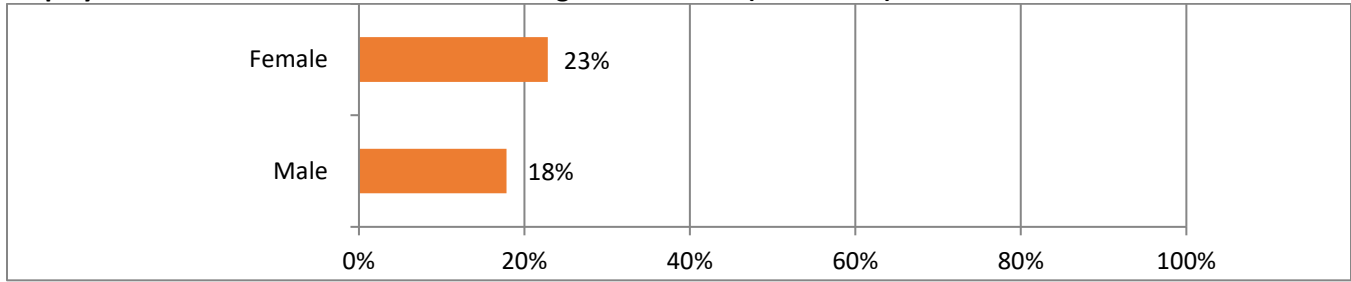
Display I.C-3: Percentage of Exiters Engaged in Employment/Education Measures

Disaggregated by Exiter Characteristics

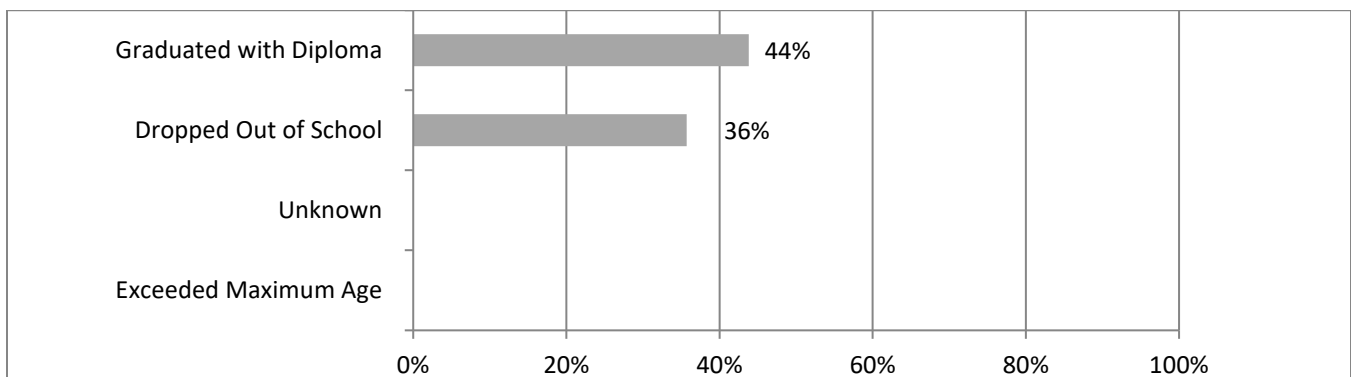
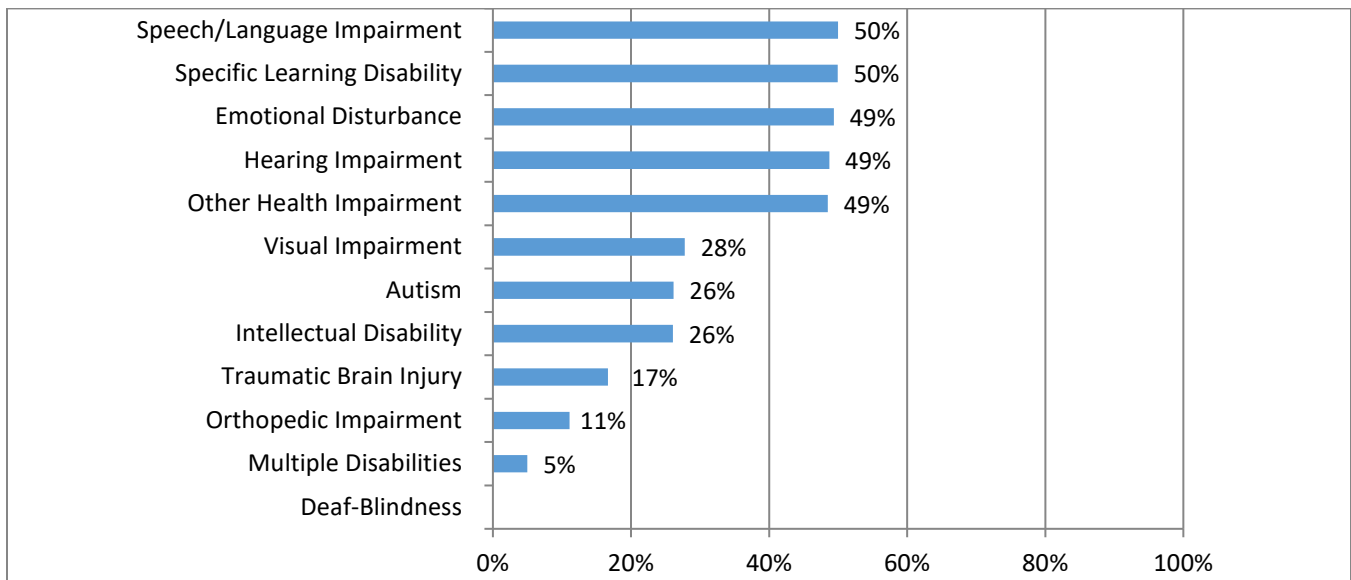
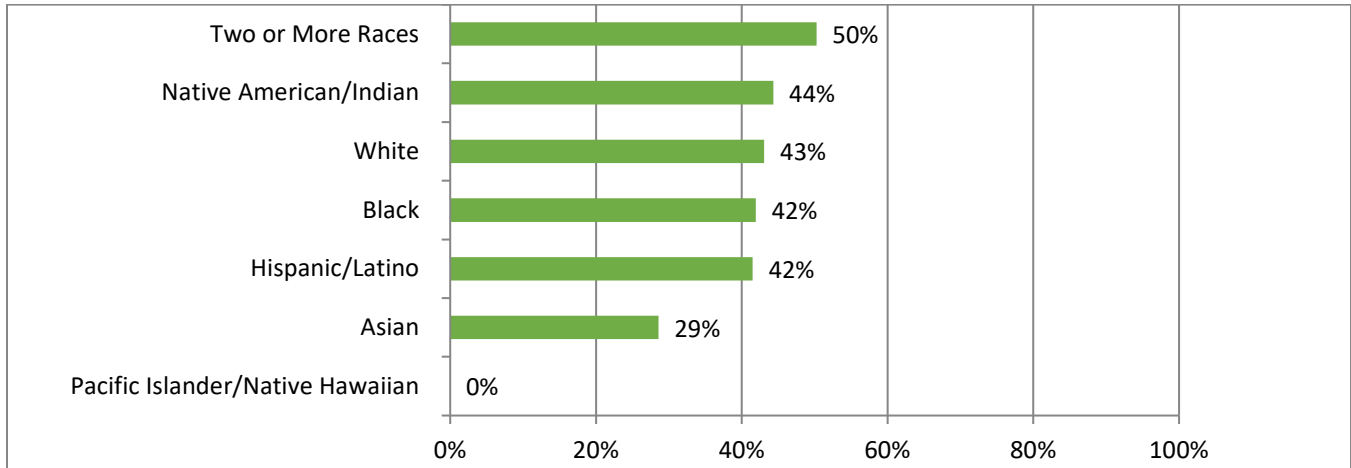
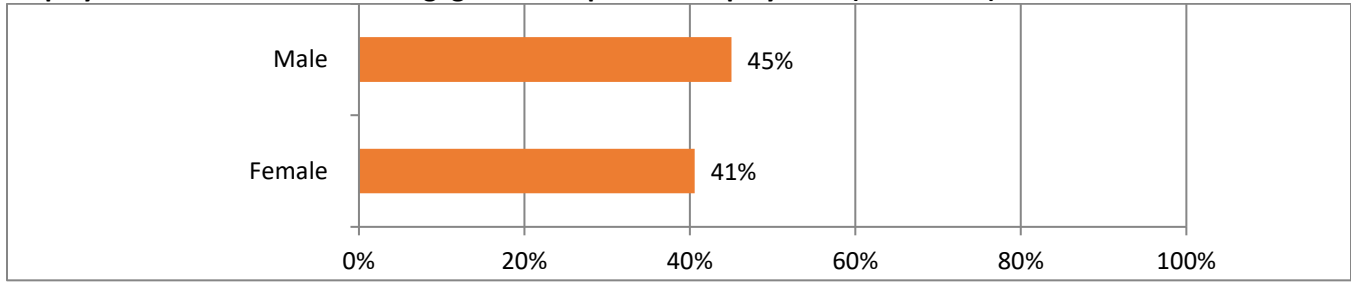
Note: The first four measures are not mutually exclusive. An exiter can be in more than one of these measures.

	Number Interviewed	Measure 1. Enrolled in higher education	Measure 2. Engaged in competitive employment	Measure 3. Enrolled in other postsecondary education or training	Measure 4. Engaged in some other employment	Measure 5. Not in any of the other four categories
ALL	1,898	20%	44%	17%	14%	30%
Female	648	23%	41%	15%	15%	32%
Male	1,250	18%	45%	18%	13%	29%
Asian	14	50%	29%	21%	36%	14%
Black	167	16%	42%	13%	11%	39%
Hispanic/Latino	253	20%	42%	18%	15%	30%
Native American/Indian	282	19%	44%	20%	13%	28%
Pacific Islander/Native Hawaiian	1	0%	0%	0%	0%	100%
Two or More Races	183	16%	50%	15%	7%	32%
White	998	20%	43%	17%	15%	29%
Autism	214	22%	26%	20%	17%	43%
Deaf-Blindness	0	-	-	-	-	-
Emotional Disturbance	81	16%	49%	14%	6%	33%
Hearing Impairment (including Deafness)	39	36%	49%	21%	8%	26%
Intellectual Disability	142	6%	26%	14%	19%	49%
Multiple Disabilities	40	8%	5%	3%	13%	78%
Orthopedic Impairment	9	22%	11%	22%	0%	56%
Other Health Impairment	468	21%	49%	19%	12%	26%
Specific Learning Disability	867	20%	50%	16%	14%	23%
Speech/Language Impairment	8	50%	50%	25%	0%	13%
Traumatic Brain Injury	12	25%	17%	17%	33%	33%
Visual Impairment (including Blindness)	18	22%	28%	17%	17%	33%
Dropped Out of School	70	1%	36%	3%	9%	53%
Graduated with Diploma	1,828	20%	44%	18%	14%	29%
Exceeded Maximum Age	0	-	-	-	-	-
Unknown	0	-	-	-	-	-

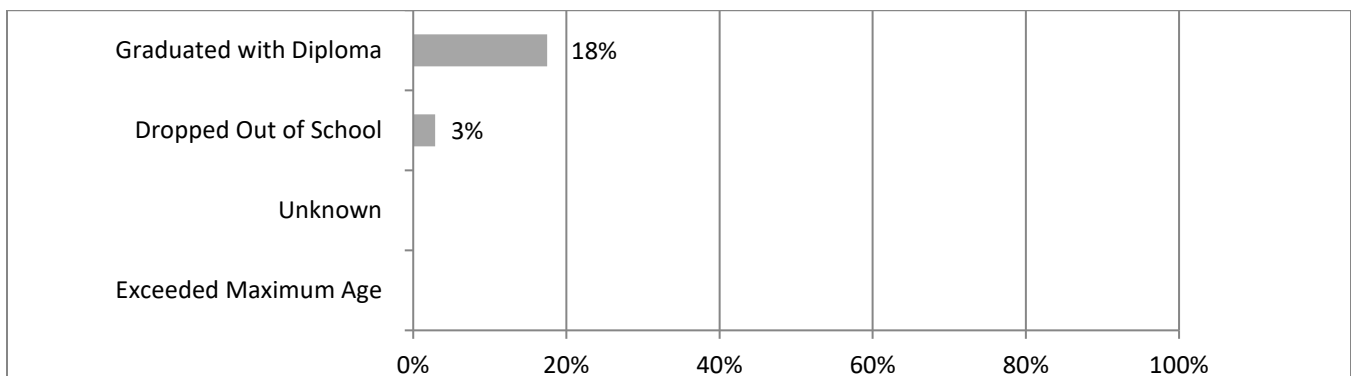
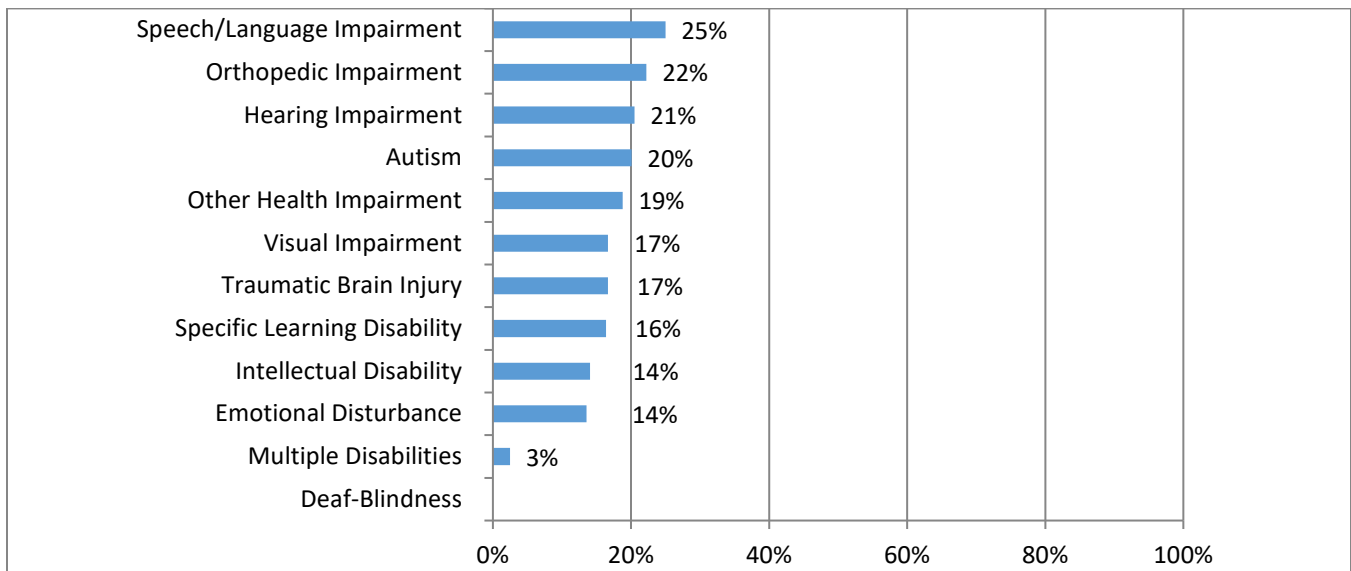
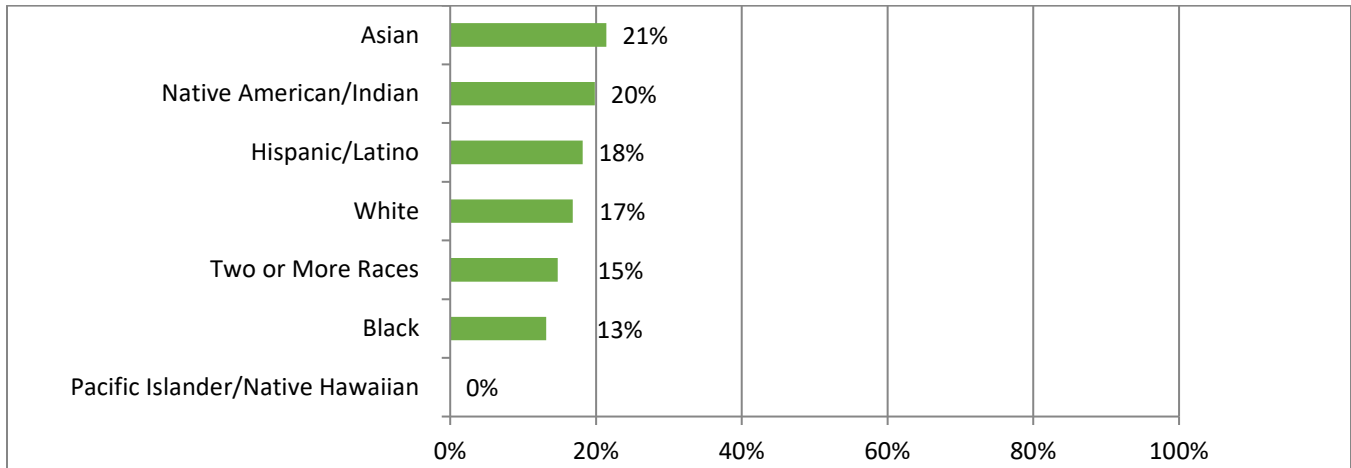
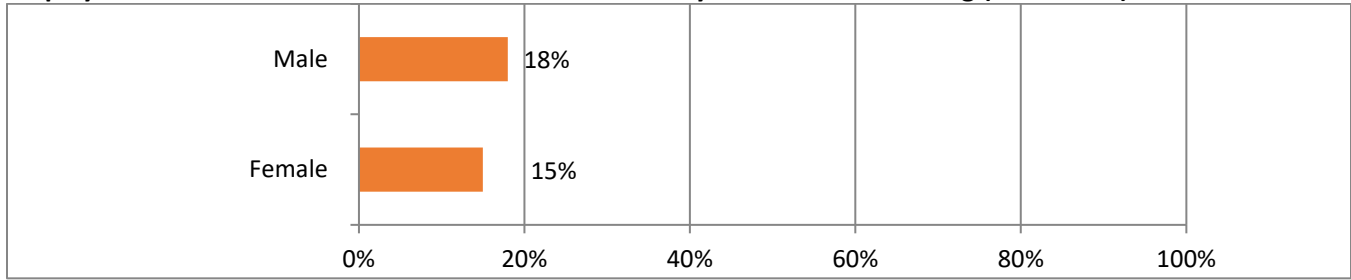
Display I.C-4: Percent of Exiters Enrolled in Higher Education (Measure 1)



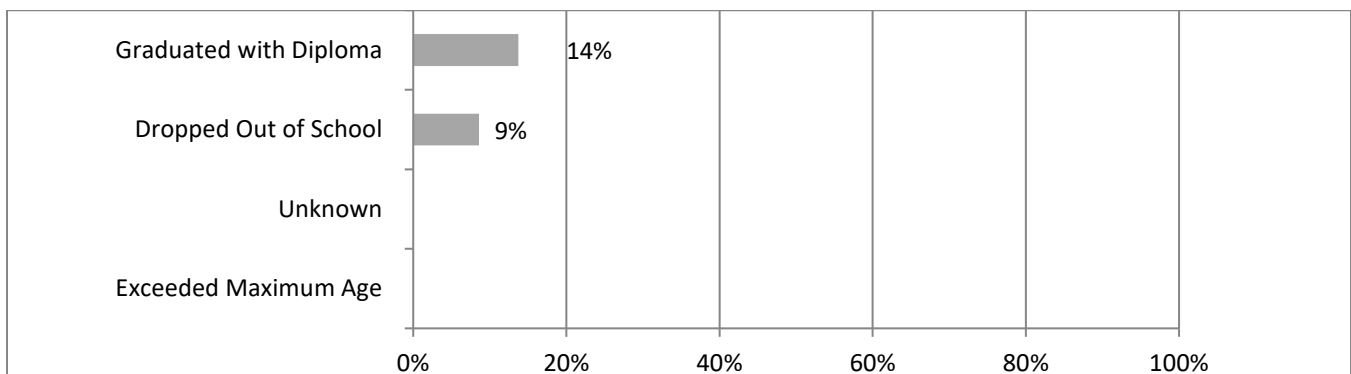
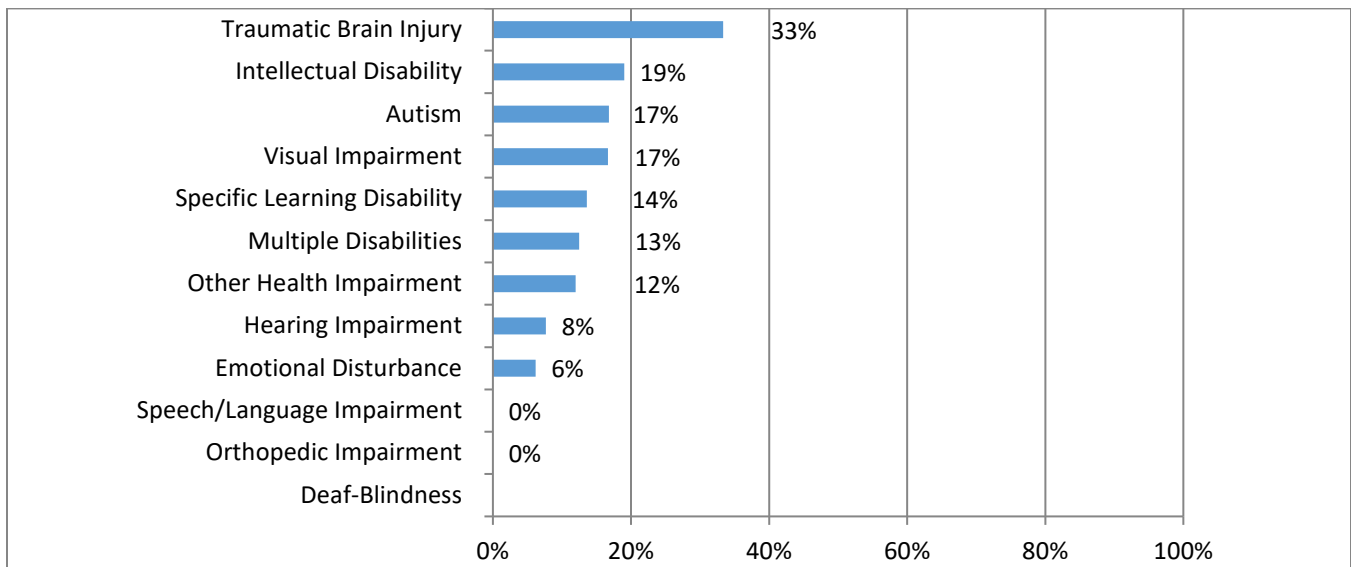
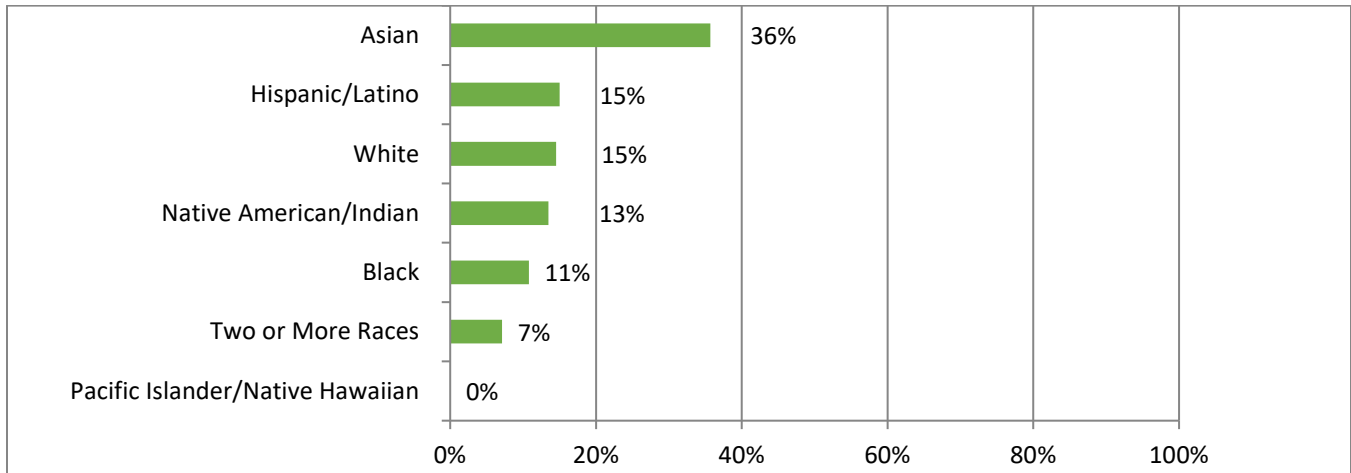
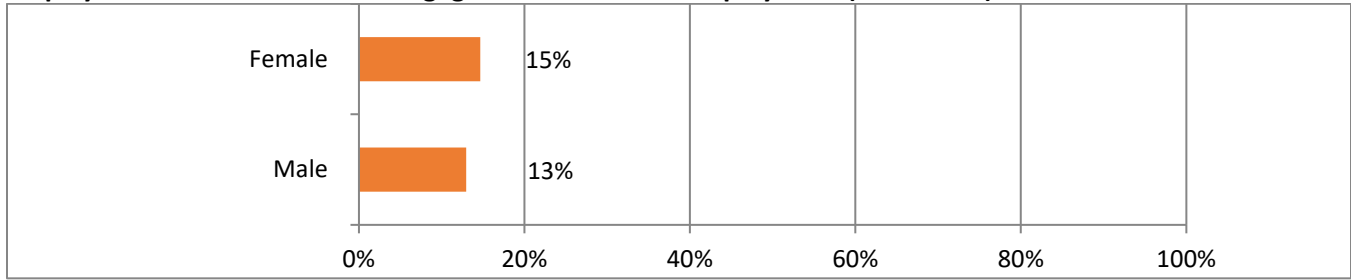
Display I.C-5: Percent of Exiters Engaged in Competitive Employment (Measure 2)



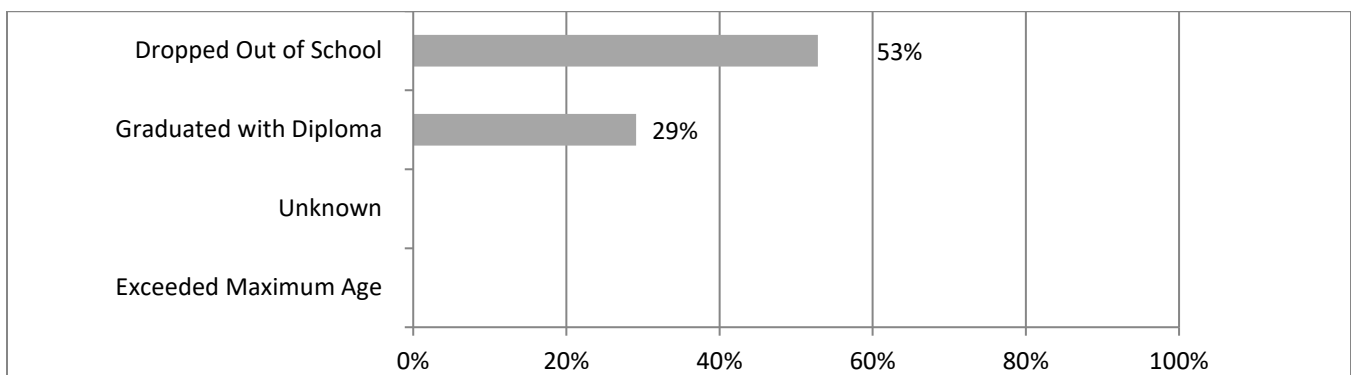
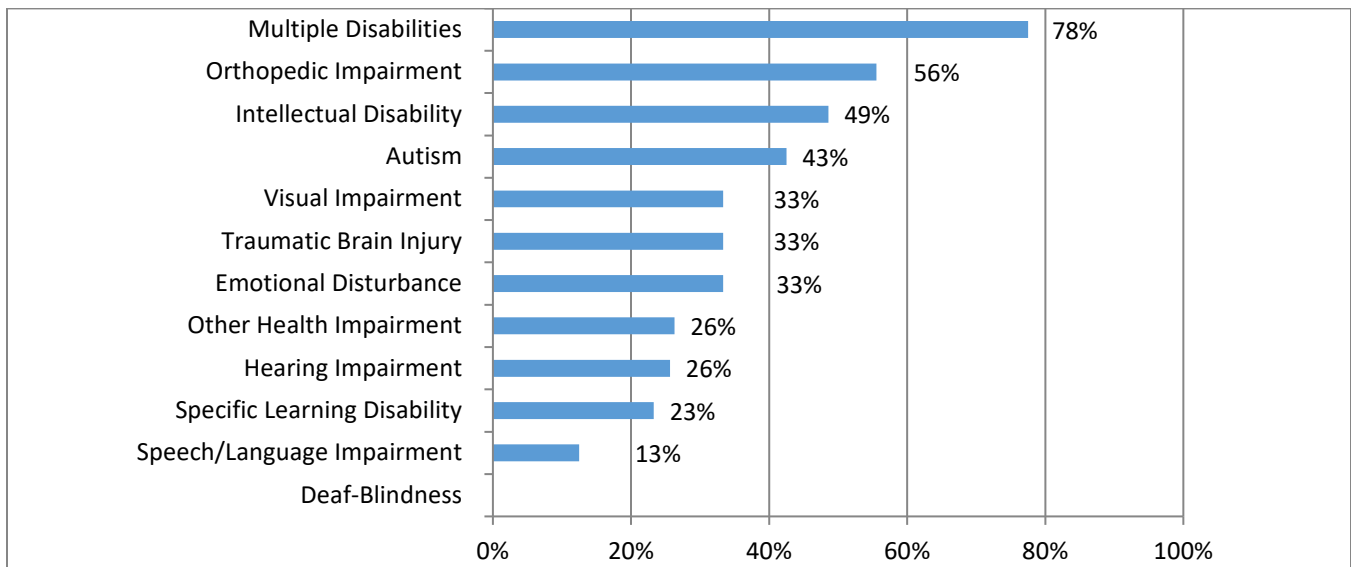
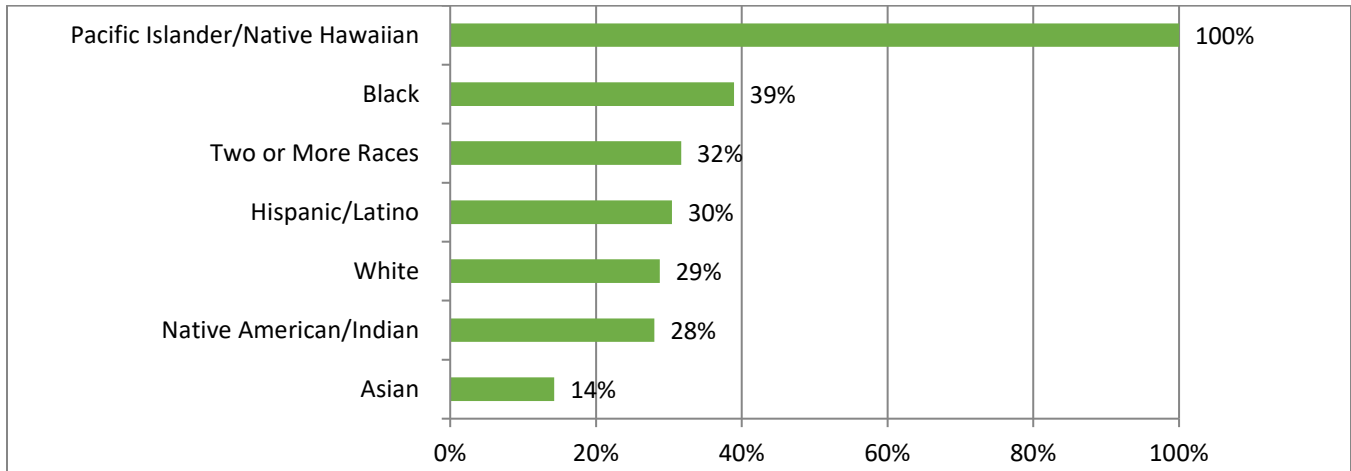
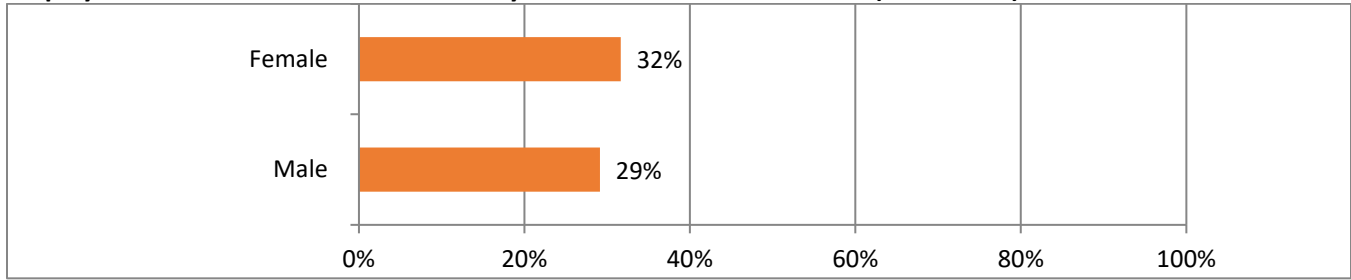
Display I.C-6: Percent of Exiters Enrolled in Postsecondary Education or Training (Measure 3)



Display I.C-7: Percent of Exiters Engaged in Some Other Employment (Measure 4)



Display I.C-8: Percent of Exiters Not in Any of the Other Four Measures (Measure 5)



D. Education Details

- Exiters were asked about their current educational status (see Display I.D-1).
 - 62% said they have not attended any school, education, or job training program since leaving high school.

Display I.D-1: Education Status

QA1. At any time since leaving high school, have you ever attended any school, education, or job training program?	Number	Percent
Number of respondents in the denominator:	1,897	
(1) Yes	729	38.4%
(2) No	1,168	61.6%

- Those exiters who said they had pursued some type of educational or training program since exiting high school were asked to indicate what type of postsecondary education/training they had pursued (see Display I.D-2). Of those who had pursued some type of education (completing at least one term):
 - 36% said they had attended a vocational or technical school.
 - 34% said they had attended a two-year community or technical college.
 - 25% said they had attended a training program that lasted at least a year for a particular occupation.
 - 24% said they had attended a four-year college or university.

Display I.D-2: Type of Education

QA3: Type of educational and/or training programs enrolled in since leaving high school.	All Respondents*		Respondents Who Pursued Education	
	Number	% Yes	Number	% Yes
Number of respondents in the denominator:	1,898		729	
a. Have you attended a high school completion program including an Adult Basic Education or GED program?	74	3.9%	74	10.2%
b. Have you attended a short-term education or employment-training program such as the Job Corps, WIA, or Department of Rehabilitation Services?	92	4.8%	92	12.6%
c. Have you attended a vocational or technical school - (a certificate program or less than a 2-year program)?	262	13.8%	262	35.9%
d. Have you attended a training program that lasts at least a year for a particular occupation?	183	9.6%	183	25.1%
e. Have you attended a two-year community or technical college?	245	12.9%	245	33.6%
f. Have you attended a four-year college or university?	177	9.3%	177	24.3%
g. Have you participated in a formal humanitarian program such as the Peace Corps, Vista, AmeriCorps, or a Church Mission?	33	1.7%	33	4.5%
h. Have you attended an educational program while incarcerated?	2	0.1%	2	0.3%

*The "All Respondents" column shows what percent of **all** interviewed respondents experienced a given educational-related activity; the "Pursued Education" column shows, **of those who pursued education**, what percent experienced a given educational-related activity.

E. Employment Details

- Exiters were asked about their current employment status (see Display I.E-1).
 - 61% said they are currently working for pay.

Display I.E-1: Employment Status

QB1. Which of the following best describes your current employment status?	Number	Percent
Number of respondents in the denominator:	1,869	
(1) I am currently working for pay.	1,135	60.7%
(2) I am not currently working for pay but I have worked for pay since leaving high school.	254	13.6%
(3) I am not currently working for pay and I haven't worked for pay since leaving high school.	480	25.7%

- Those exiters who said they were currently working, or had worked, since leaving high school were asked to indicate what type of employment they had experienced (see Display I.E-2). Of those who had worked:
 - 82% said they had worked in an integrated, competitive, employment setting where most employees are non-disabled.

Display I.E-2: Employment Setting

QB3. Is/was your job:	All Respondents*		Respondents Who Were Employed	
	Number	% Yes	Number	% Yes
Number of respondents in the denominator:	1,898		1,389	
(1) in an integrated, competitive employment setting where most employees are non-disabled?	1,136	59.9%	1,136	81.8%
(2) in a home-based business?	59	3.1%	59	4.2%
(3) as a homemaker?	4	0.2%	4	0.3%
(4) in the military?	32	1.7%	32	2.3%
(5) in a sheltered setting (where most workers have disabilities)?	55	2.9%	55	4.0%
(6) in a supported employment setting (paid work in a community with support services)?	47	2.5%	47	3.4%
(7) within jail or prison?	4	0.2%	4	0.3%
(8) unpaid volunteer or internship?	11	0.6%	11	0.8%
(11) other	13	0.7%	13	0.9%

*The "All" column shows what percent of **all** interviewed respondents experienced a given employment-related activity; the "Employed" column shows, **of those who are currently or had been employed** (including both competitive and non-competitive), what percent experienced a given employment-related activity.

- Of those exiters who had worked, 79% said they had worked at the job for at least 90 days, 95% said they were paid at least the minimum hourly wage, and 91% said they usually work at least 20 hours a week (see Display I.E-3).

Display I.E-3: Details on Employment

	Denominator	% Yes
QB2. Have you/did you work at this job for at least 90 days?	1,387	78.9%
QB4. On this job, are you (were you) paid at least minimum hourly wage (\$7.25/hour in Oklahoma)?	1,363	94.8%
QB5. Would you say you usually work at least 20 hours a week?	1,366	90.8%

- When asked about the number of hours worked per week, 37% of exiters worked 40 hours per week (see Display I.E-4).

Display I.E-4: Hours Worked

QB6. How many hours do you (did you) usually work per week at this job?	Number	Percent
Number of respondents in the denominator:	1,337	
1-9 Hours	42	3.1%
10-19 Hours	97	7.3%
20-29 Hours	242	18.1%
30-39 Hours	313	23.4%
40 Hours	500	37.4%
40+ Hours	143	10.7%

- Those exiters who said they were currently working, or had worked, since leaving high school were asked a series of questions on competitive integrated employment (see Display I.E-5).
 - 93% said they were paid the same amount as other people who work in a similar job with the same skills, experience, and training.
 - 90% said they interact or talk with co-workers without a disability to get their job done.
 - 77% said they were eligible for a pay raise or promotion.
 - 77% said they work at a company where there are at least 15 employees.
 - 45% said they received benefits.

Display I.E-5: Competitive Integrated Employment

	Denominator	% Yes
QC2. Does the company where you work have at least 15 employees?	1,282	77.3%
QC3. When doing your job, did you interact or talk with co-workers without a disability to get your job done?	1,321	89.6%
QC4. In this job, were you or are you eligible for a pay raise or promotion?	1,235	76.9%
QC5. Were you paid the same as other people who work in a similar job with the same skills, experience, and training?	1,266	92.9%
QC6. In this job, did you receive benefits?	1,252	44.8%

F. COVID-19 Impact

- All exiters were asked how the State of Oklahoma COVID-19 Executive Orders and public health mandates impacted their post high school employment (see Display I.F-1).
 - 6% said they were laid off from their job as a result of COVID-19.
 - 12% said their hours were reduced as a result of COVID-19.

Display I.F-1: COVID-19 Impact

	Denominator	% Yes
QB7. Were you laid off from your job as a result of COVID-19?	1,380	5.7%
QB8. Were your hours reduced as a result of COVID-19?	1,367	11.9%

II. Results Over Time

The results from the 2021-22 data collection (2020-21 exiters who were surveyed in summer 2022) were compared to exiters in the previous three data collections (2018-19 collection, 2019-20 collection, and 2020-21 collection).

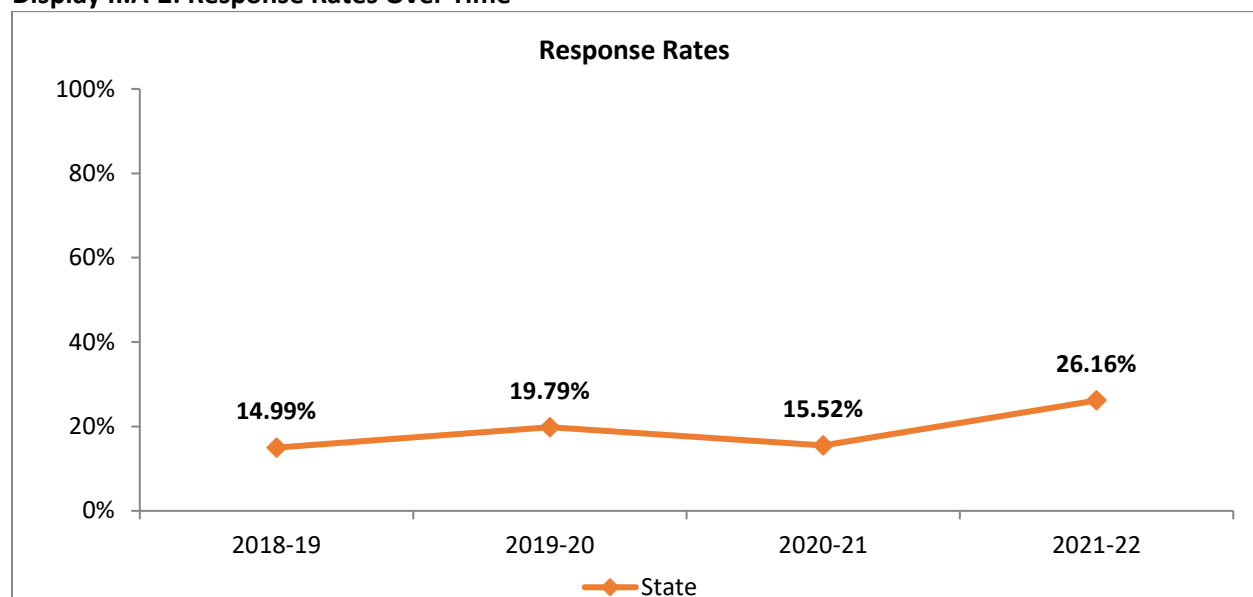
A. Response Rate

- The response rate increased 10.64 percentage points from the 2021-22 collection compared to the 2020-21 collection (see Displays II.A-1 and II.A-2).

Display II.A-1: Response Rates Over Time

	2018-19	2019-20	2020-21	2021-22
Number in Sample	5,984	5,557	6,889	7,254
Completed Interviews	897	1,100	1,069	1,898
State Percent Responded	14.99%	19.79%	15.52%	26.16%

Display II.A-2: Response Rates Over Time



- In summer 2022, the exiters were sent a survey via email asking about their postsecondary education and employment activities in the past year. The exiters who did not complete the survey via email were contacted for phone interviews. Of the 421 participating districts, 57 districts opted-in to try calling each of the exiters in their district for a phone interview. Exiters from the other districts were contacted by professional phone interviewers. Exiters who did not complete the survey via phone were mailed a postcard with a link to the online survey.
- Display II.A-3 shows the call dispositions from the phone interview/email attempts over time.

Display II.A-3: Call Disposition for Indicator 14

Disposition	2018-19		2019-20		2020-21		2021-22	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Answering Machine	1,873	31.30%	1,482	26.67%	2,380	34.55%	2,102	28.98%
Blocked Call	80	1.34%	234	4.21%	182	2.64%	65	0.90%
Business/Gov't Phone	215	3.59%	192	3.46%	166	2.41%	183	2.52%
Busy Signal	23	0.38%	17	0.31%	-	-	-	-
Completed	897	14.99%	1,100	19.79%	1,069	15.52%	1,898	26.16%
Disconnected	443	7.40%	483	8.69%	278	4.04%	870	11.99%
Duplicate Contact	-	-	-	-	-	-	8	0.11
Fax Machine	90	1.50%	22	0.40%	-	-	-	-
Language Barrier	47	0.79%	42	0.76%	45	0.65%	20	0.28%
Mid-Interview Refusal	82	1.37%	84	1.51%	66	0.96%	134	1.85%
No Answer	439	7.34%	308	5.54%	615	8.93%	703	9.69%
Operator Intercept	-	-	-	-	307	4.46%	-	-
Refused	31	0.52%	258	4.64%	159	2.31%	104	1.43%
Respondent Not Available	1,050	17.55%	535	9.63%	781	11.34%	108	1.49%
Take Me Off List	71	1.19%	46	0.83%	44	0.64%	52	0.72%
Unknown Phone Number	0	0.00%	85	1.53%	-	-	-	-
Unknown Disposition	0	0.00%	3	0.05%	380	5.52%	905	12.48%
Wrong Number	643	10.75%	666	11.98%	417	6.05%	102	1.41%
Total	5,984	100.00%	5,557	100.00%	6,889	100.00%	7,254	100.00%

- The response rates were compared by demographic characteristics of gender, race/ethnicity, and type of exiter to determine if one group of exiters was more likely to respond for the 2021-22 collection than for the previous three collections (see Display II.A-4).
 - For groups with at least 50 exiters in the sample, the response rate increased for all groups from 2020-21 to 2021-22.
 - The groups with the largest increase in response rate from 2020-21 to 2021-22 included exiters with a Hearing Impairment (including Deafness) (19 percentage point increase), exiters with Multiple Disabilities (14 percentage point decrease), and Hispanic/Latino exiters (13 percentage point increase).

Display II.A-4: Response Rate by Demographic Groups

	Number in Sample				Number Interviewed				Response Rate			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
ALL	5,984	5,557	6,889	7,254	897	1,100	1,069	1,898	15%	20%	16%	26%
Female	2,174	2,086	2,571	2,663	334	411	346	648	15%	20%	13%	24%
Male	3,810	3,471	4,318	4,591	563	689	723	1,250	15%	20%	17%	27%
Asian	38	39	27	62	6	9	6	14	16%	23%	22%	23%
Black	676	605	765	752	68	92	96	167	10%	15%	13%	22%
Hispanic/Latino	676	651	921	1,021	75	111	108	253	11%	17%	12%	25%
Native American/Indian	1,089	1,079	1,052	1,047	144	214	169	282	13%	20%	16%	27%
Pacific Islander/Native Hawaiian	8	5	11	17	1	1	2	1	13%	20%	18%	6%
Two or More Races	391	426	481	779	59	89	86	183	15%	21%	18%	23%
White	3,106	2,752	3,107	3,576	544	584	543	998	18%	21%	17%	28%
ELL-No	5,721	-	-	-	871	-	-	-	15%	-	-	-
ELL-Yes	261	-	-	-	25	-	-	-	10%	-	-	-
Autism	-	308	499	591	-	83	126	214	-	27%	25%	36%
Deaf-Blindness	-	1	2	0	-	0	0	0	-	0%	0%	.
Emotional Disturbance	-	332	369	413	-	61	55	81	-	18%	15%	20%
Hearing Impairment (including Deafness)	-	59	87	112	-	12	14	39	-	20%	16%	35%
Intellectual Disability	-	418	574	567	-	72	83	142	-	17%	14%	25%
Multiple Disabilities	-	113	139	108	-	35	32	40	-	31%	23%	37%
Orthopedic Impairment	-	23	20	23	-	9	5	9	-	39%	25%	39%
Other Health Impairment	-	1,172	1,545	1,681	-	249	247	468	-	21%	16%	28%
Specific Learning Disability	-	3,062	3,553	3,659	-	557	482	867	-	18%	14%	24%
Speech/Language Impairment	-	16	20	18	-	6	8	8	-	38%	40%	44%
Traumatic Brain Injury	-	19	23	35	-	5	7	12	-	26%	30%	34%
Visual Impairment (including Blindness)	-	33	57	47	-	11	10	18	-	33%	18%	38%
Dropped Out of School	174	232	719	847	7	18	47	70	4%	8%	7%	8%
Graduated with Diploma	5,727	4,908	6,167	6,405	881	1,049	1,020	1,828	15%	21%	17%	29%
Exceeded Maximum Age	8	3	3	2	1	1	2	0	13%	33%	67%	0%
Unknown Exit Reason	75	414	0	0	8	32	0	0	11%	8%	-	-

B. Success Rates – Required Reporting

- Displays II.B-1 through II.B-3 show how the 2021-22 results compared to the results of the three previous years.
 - For each of the four collections, at least 65% of exiters have been engaged in education or employment (Measurement C).

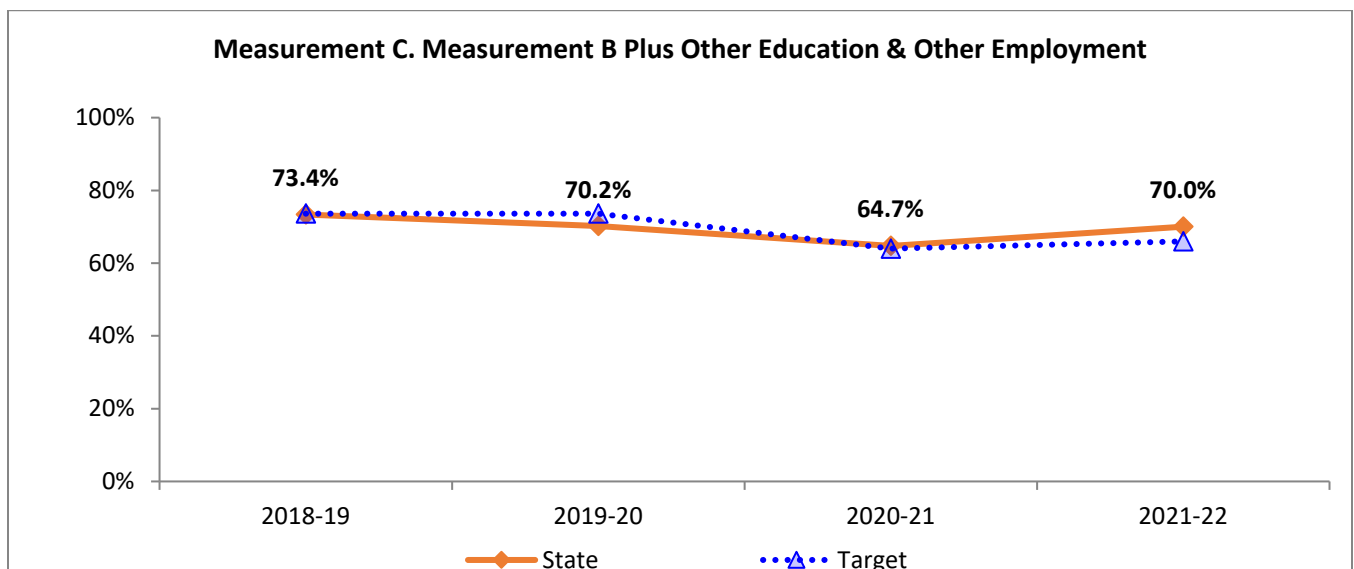
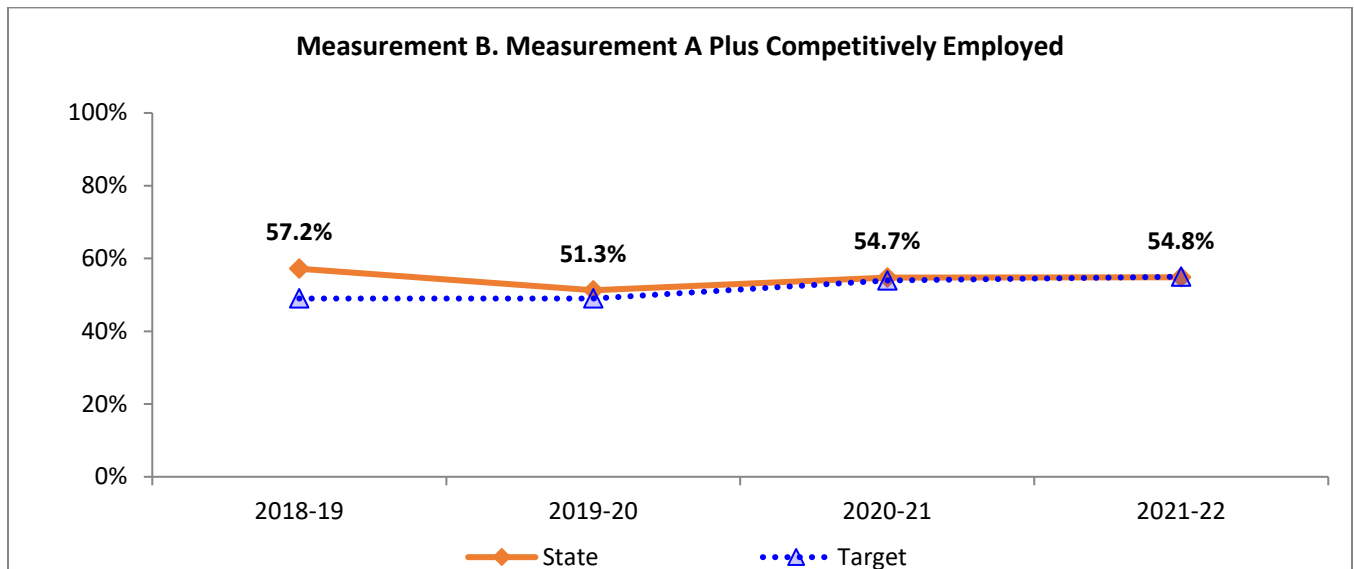
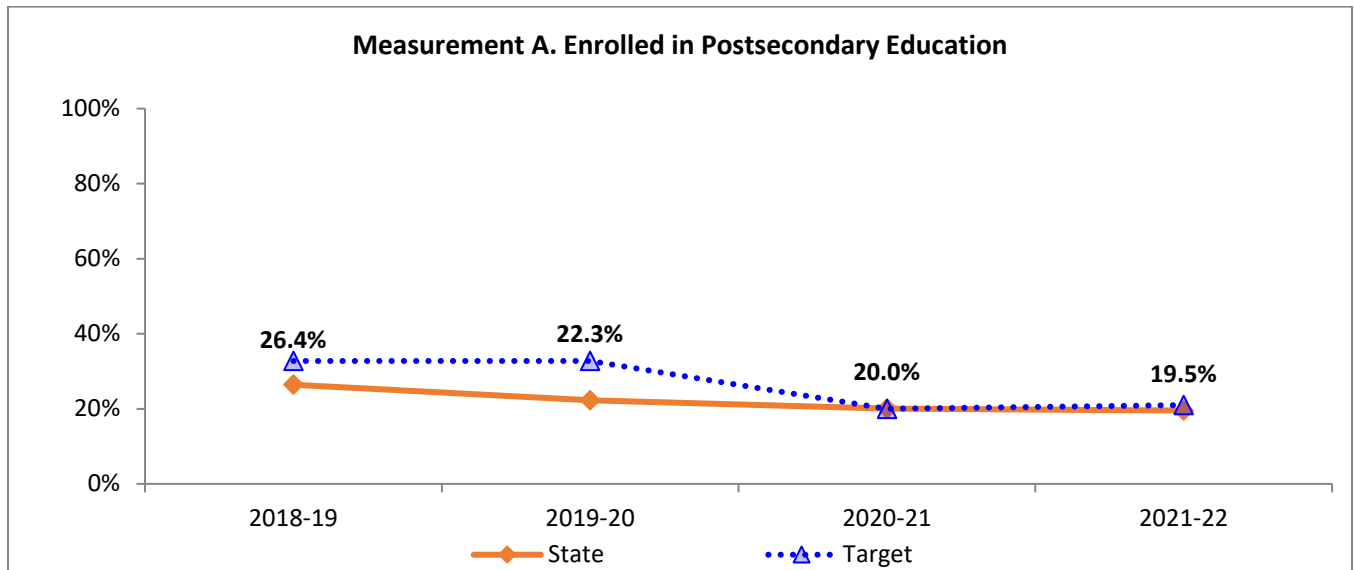
Display II.B-1: Number and Percent of Exiters Engaged in Employment and/or Education

Category	2018-19 Results (2017-18 Exiters)		2019-20 Results (2018-19 Exiters)		2020-21 Results (2019-20 Exiters)		2021-22 Results (2020-21 Exiters)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Interviewed Exiters	897	100.00%	1,100	100.00%	1,069	100.00%	1,898	100.00%
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school.	237	26.42%	245	22.27%	214	20.02%	371	19.55%
Measurement B: Measurement A plus the percent of youth competitively employed within one year of leaving high school.	513	57.19%	564	51.27%	585	54.72%	1,041	54.85%
Measurement C: Measurement B plus the percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment.	658	73.36%	772	70.18%	692	64.73%	1,329	70.02%

Display II.B-2: Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Category	2018-19 Results (2017-18 Exiters)		2019-20 Results (2018-19 Exiters)		2020-21 Results (2019-20 Exiters)		2021-22 Results (2020-21 Exiters)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Measure 1: Enrolled in higher education.	237	26.42%	245	22.27%	214	20.02%	371	19.55%
Measure 2: Engaged in competitive employment (but not in Measure 1).	276	30.77%	319	29.00%	371	34.71%	670	35.30%
Measure 3: Enrolled in other postsecondary education or training (but not in Measures 1 or 2).	91	10.14%	87	7.91%	44	4.12%	111	5.85%
Measure 4: Engaged in some other employment (but not in Measures 1, 2, or 3).	54	6.02%	121	11.00%	63	5.89%	177	9.33%
Not in any of the above four categories.	239	26.64%	328	29.82%	377	35.27%	569	29.98%
Total	897	100.00%	1,100	100.00%	1,069	100.00%	1,898	100.00%

Display II.B-3: Percent of Exiters Who Have Engaged in Employment and/or Education Results Over Time



C. Success Rates – Disaggregated Results

- The “success” rates were analyzed by the demographic characteristics of gender, ethnicity, and type of exiter to determine if one group of exiters was more likely to experience success from the 2021-22 data collection than in the previous three collections (see Display II.C-1).
 - For groups with at least 25 exiters who responded, the success rates increased for most groups from 2020-21 to 2021-22. The groups with the largest increases in Measurement C:
 - Exiters with Multiple Disabilities (20 percentage point **increase** from 3% in 2020-21 to 23% in 2021-22).
 - Exiters with Autism (16 percentage point **increase** from 41% in 2020-21 to 57% in 2021-22).
 - Exiters who are Two or More Races (12 percentage point **increase** from 56% in 2020-21 to 68% in 2021-22).
 - Exiters with an Intellectual Disability (11 percentage point **increase** from 40% in 2020-21 to 51% in 2021-22).

Display II.C-1: Disaggregated Results Over Time

	Number Interviewed				Measurement A: Enrolled in Postsecondary Education				Measurement B: Enrolled in Postsecondary Education and/or Competitively Employed				Measurement C: Enrolled in Postsecondary Education, Competitively Employed, or Other Type of Education/ Employment			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
ALL	897	1,100	1,069	1,898	26%	22%	20%	20%	57%	51%	55%	55%	73%	70%	65%	70%
Female	334	411	346	648	33%	28%	25%	23%	57%	52%	52%	53%	72%	70%	63%	68%
Male	563	689	723	1,250	23%	19%	18%	18%	57%	51%	56%	56%	74%	70%	66%	71%
Asian	6	9	6	14	33%	33%	17%	50%	50%	44%	33%	64%	50%	67%	33%	86%
Black	68	92	96	167	37%	27%	25%	16%	63%	48%	50%	51%	82%	67%	58%	61%
Hispanic/Latino	75	111	108	253	32%	24%	22%	20%	63%	50%	68%	53%	77%	67%	77%	70%
Native American/Indian	144	214	169	282	22%	21%	20%	19%	55%	53%	60%	55%	69%	67%	66%	72%
Pacific Islander/Native Hawaiian	1	1	2	1	100%	0%	0%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Two or More Races	59	89	86	183	31%	25%	16%	16%	63%	49%	51%	58%	78%	72%	56%	68%
White	544	584	543	998	25%	21%	19%	20%	56%	52%	52%	55%	72%	72%	64%	71%
ELL-No	871	-	-	-	27%	-	-	-	57%	-	-	-	73%	-	-	-
ELL-Yes	25	-	-	-	20%	-	-	-	52%	-	-	-	76%	-	-	-
Autism	-	83	126	214	-	23%	17%	22%	-	36%	-	39%	-	51%	41%	57%
Deaf-Blindness	-	0	0	0	-	-	-	-	-	-	49%	-	-	-	-	-
Emotional Disturbance	-	61	55	81	-	8%	13%	16%	-	39%	25%	58%	-	61%	64%	67%
Hearing Impairment (including Deafness)	-	12	14	39	-	58%	29%	36%	-	100%	0%	67%	-	100%	50%	74%
Intellectual Disability	-	72	83	142	-	7%	4%	6%	-	21%	80%	30%	-	44%	40%	51%
Multiple Disabilities	-	35	32	40	-	0%	0%	8%	-	11%	60%	13%	-	23%	3%	23%
Orthopedic Impairment	-	9	5	9	-	67%	80%	22%	-	67%	67%	22%	-	67%	80%	44%
Other Health Impairment	-	249	247	468	-	27%	21%	21%	-	55%	100%	61%	-	76%	70%	74%
Specific Learning Disability	-	557	482	867	-	23%	23%	20%	-	58%	14%	61%	-	78%	76%	77%
Speech/Language Impairment	-	6	8	8	-	17%	63%	50%	-	67%	50%	88%	-	67%	100%	88%
Traumatic Brain Injury	-	5	7	12	-	20%	0%	25%	-	40%	32%	33%	-	60%	43%	67%
Visual Impairment (including Blindness)	-	11	10	18	-	36%	40%	22%	-	45%	56%	44%	-	55%	70%	67%
Dropped Out of School	7	18	47	70	0%	6%	0%	1%	43%	22%	0%	37%	57%	44%	40%	47%
Graduated with Diploma	881	1,049	1,020	1,828	27%	23%	21%	20%	57%	52%	-	56%	74%	71%	66%	71%
Exceeded Maximum Age	1	1	2	0	100%	0%	0%	-	100%	0%	32%	-	100%	0%	0%	-
Unknown Exit Reason	8	32	0	0	0%	3%	-	-	38%	34%	-	-	50%	44%	-	-

Note: 2017-18 exiters were for the 2018-19 data collection; 2018-19 exiters were for the 2019-20 data collection; 2019-20 exiters were for the 2020-21 data collection; and 2020-21 exiters were for the 2021-22 data collection.

- Display II.C-2 and II.C-3 disaggregate the results by the four “measures”, relating to the overall three measurements, over a period of four years (2018-19, 2019-20, 2020-21, and 2021-22). The fifth “Measure” represents “none of the above.”

Display II.C-2: Disaggregated Results Over Time

Note: The first four measures are not mutually exclusive. An exiter can be in more than one of these measures simultaneously.

	Number Interviewed				MEASURE 1				MEASURE 2				MEASURE 3			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
ALL	897	1,100	1,069	1,898	26%	22%	20%	20%	42%	37%	43%	44%	29%	18%	14%	17%
Female	334	411	346	648	33%	28%	25%	23%	39%	35%	39%	41%	27%	17%	12%	15%
Male	563	689	723	1,250	23%	19%	18%	18%	44%	39%	45%	45%	29%	19%	15%	18%
Asian	6	9	6	14	33%	33%	17%	50%	17%	11%	33%	29%	0%	33%	0%	21%
Black	68	92	96	167	37%	27%	25%	16%	43%	30%	41%	42%	29%	11%	8%	13%
Hispanic/Latino	75	111	108	253	32%	24%	22%	20%	39%	35%	58%	42%	33%	12%	16%	18%
Native American/Indian	144	214	169	282	22%	21%	20%	19%	40%	39%	46%	44%	24%	18%	12%	20%
Pacific Islander/Native Hawaiian	1	1	2	1	100%	0%	0%	0%	100%	0%	100%	0%	0%	0%	0%	0%
Two or More Races	59	89	86	183	31%	25%	16%	16%	47%	38%	43%	50%	27%	18%	7%	15%
White	544	584	543	998	25%	21%	19%	20%	42%	39%	40%	43%	30%	21%	16%	17%
ELL-No	871	-	-	-	27%	-	-	-	42%	-	-	-	29%	-	-	-
ELL-Yes	25	-	-	-	20%	-	-	-	32%	-	-	-	32%	-	-	-
Autism	-	83	126	214	-	23%	17%	22%	-	18%	21%	26%	-	17%	13%	20%
Deaf-Blindness	-	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-
Emotional Disturbance	-	61	55	81	-	8%	13%	16%	-	31%	36%	49%	-	15%	11%	14%
Hearing Impairment (including Deafness)	-	12	14	39	-	58%	29%	36%	-	58%	43%	49%	-	50%	14%	21%
Intellectual Disability	-	72	83	142	-	7%	4%	6%	-	15%	23%	26%	-	15%	7%	14%
Multiple Disabilities	-	35	32	40	-	0%	0%	8%	-	11%	0%	5%	-	9%	0%	3%
Orthopedic Impairment	-	9	5	9	-	67%	80%	22%	-	22%	20%	11%	-	22%	20%	22%
Other Health Impairment	-	249	247	468	-	27%	21%	21%	-	41%	45%	49%	-	22%	13%	19%
Specific Learning Disability	-	557	482	867	-	23%	23%	20%	-	44%	55%	50%	-	18%	17%	16%
Speech/Language Impairment	-	6	8	8	-	17%	63%	50%	-	50%	50%	50%	-	17%	13%	25%
Traumatic Brain Injury	-	5	7	12	-	20%	0%	25%	-	20%	14%	17%	-	0%	0%	17%
Visual Impairment	-	11	10	18	-	36%	40%	22%	-	18%	30%	28%	-	27%	20%	17%
Dropped Out of School	7	18	47	70	0%	6%	0%	1%	43%	22%	32%	36%	43%	6%	6%	3%
Graduated with Diploma	881	1,049	1,020	1,828	27%	23%	21%	20%	42%	38%	44%	44%	28%	19%	14%	18%
Exceeded Maximum Age	1	1	2	0	100%	0%	0%	-	0%	0%	0%	-	100%	0%	0%	-
Unknown Exit Reason	8	32	0	0	0%	3%	-	-	38%	34%	-	-	25%	3%	-	-

MEASURE 1 = Enrolled in postsecondary education

MEASURE 2 = Competitively employed

MEASURE 3 = Enrolled in some other postsecondary education

Display II.C-3: Disaggregated Results Over Time

	Number Interviewed				MEASURE 4				MEASURE 5			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
ALL	897	1,100	1,069	1,898	13%	17%	10%	14%	27%	30%	35%	30%
F-Female	334	411	346	648	14%	18%	11%	15%	28%	30%	37%	32%
M-Male	563	689	723	1,250	12%	17%	9%	13%	26%	30%	34%	29%
Asian	6	9	6	14	17%	33%	0%	36%	50%	33%	67%	14%
Black	68	92	96	167	21%	21%	11%	11%	18%	33%	42%	39%
Hispanic/Latino	75	111	108	253	16%	15%	6%	15%	23%	33%	23%	30%
Native American/Indian	144	214	169	282	10%	14%	8%	13%	31%	33%	34%	28%
Pacific Islander/Native Hawaiian	1	1	2	1	0%	0%	0%	0%	0%	100%	0%	100%
Two or More Races	59	89	86	183	12%	22%	7%	7%	22%	28%	44%	32%
White	544	584	543	998	12%	18%	10%	15%	28%	28%	36%	29%
ELL-No	871	-	-	-	13%	-	-	-	27%	-	-	-
ELL-Yes	25	-	-	-	20%	-	-	-	24%	-	-	-
Autism	-	83	126	214	-	8%	7%	17%	-	49%	59%	43%
Deaf-Blindness	-	0	0	0	-	-	-	-	-	-	-	-
Emotional Disturbance	-	61	55	81	-	15%	13%	6%	-	39%	36%	33%
Hearing Impairment (including Deafness)	-	12	14	39	-	8%	0%	8%	-	0%	50%	26%
Intellectual Disability	-	72	83	142	-	18%	10%	19%	-	56%	60%	49%
Multiple Disabilities	-	35	32	40	-	9%	3%	13%	-	77%	97%	78%
Orthopedic Impairment	-	9	5	9	-	22%	0%	0%	-	33%	20%	56%
Other Health Impairment	-	249	247	468	-	17%	10%	12%	-	24%	30%	26%
Specific Learning Disability	-	557	482	867	-	20%	11%	14%	-	22%	24%	23%
Speech/Language Impairment	-	6	8	8	-	0%	13%	0%	-	33%	0%	13%
Traumatic Brain Injury	-	5	7	12	-	20%	29%	33%	-	40%	57%	33%
Visual Impairment	-	11	10	18	-	9%	10%	17%	-	45%	30%	33%
D-Dropped Out of School	7	18	47	70	0%	22%	4%	9%	43%	56%	60%	53%
G-Graduated with Diploma	881	1,049	1,020	1,828	13%	18%	10%	14%	26%	29%	34%	29%
M-Exceeded Maximum Age	1	1	2	0	0%	0%	0%	-	0%	100%	100%	-
U-Unknown Exit Reason	8	32	0	0	0%	6%	-	-	50%	56%	-	-

MEASURE 4 = Employed in some other setting

MEASURE 5 = Not in any of the above four measures



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