

Oklahoma State Department of Education – Special Education
Indicator 14: Postsecondary Outcomes
Detailed Summary Report for 2019-20 Exiters
2020-21 Data Collection

Highlights

- In summer 2021, contact information (phone/address/email) was obtained for the 6,889 students with disabilities who exited Oklahoma schools in 2019-20. These “exiters” were students with disabilities who, during the 2019-20 school year, graduated with a regular high school diploma, dropped out of school, exceeded the maximum age (21) for receipt of special education services, or had an unknown exit reason.
- In summer 2021, 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. Nine of the 404 participating 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 phone were sent a postcard with a link to the online survey.
- 1,069 exiters completed an interview (on the phone or online) for a response rate of 15.52%.
- 1,350 of the 6,889 exiters had blocked, business, disconnected, operator intercept, or wrong phone numbers. If these unreachable exiters are excluded from the denominator, the adjusted response rate is 19.30% (1,069/5,539).
- The response 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 respond than another group. For example:
 - Female exiters (13%) were significantly less likely to respond than male exiters (17%).
 - Exiters who are White (17%) were significantly more likely to respond than exiters who are Black (13%) or exiters who are Hispanic/Latino (12%).
 - Exiters with Autism (25%) were significantly more likely to respond than exiters with Other Health Impairments (16%), an Emotional Disturbance (15%), an Intellectual Disability (14%), or a Specific Learning Disability (14%).
 - Exiters who graduated with a diploma (17%) were significantly more likely to respond than exiters who dropped out (7%).
- Of the 1,069 interviewed exiters, 65% were enrolled in higher education, competitively employed, or were engaged in some other type of postsecondary education/training or employment. This 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 who are Hispanic (77%) were significantly more likely to meet Measurement C than exiters who are Two or More Races (56%).
 - Exiters with Multiple Disabilities (3%) were significantly less likely to meet Measurement C than exiters with a Specific Learning Disability (76%), Other Health Impairments (70%), an Emotional Disturbance (64%), Intellectual Disability (40%), or Autism (41%).
 - Exiters who graduated with a diploma (66%) were significantly more likely to meet Measurement C than exiters who dropped out of school (40%).

I. 2020-21 Results – 2019-20 Exiters

A. Response Rate

- 1,069 exiters completed an interview (on the phone or online) for a response rate of 15.52% (see Display IA-1).

Display IA-1a: Response Rate

Responses	Percent
Total in Sample	6,889
Total Completed Interviews	1,069
Response Rate	15.52%

- Nine of the 404 participating districts opted-in to call their own exiters from their district. Display IA-1b shows the response rates for the nine districts that opted in compared to the 395 districts that did not opt-in. Districts that opted-in to do the calls had a much higher response rate (66.79%) compared to districts that did not opt-in to do the calls (13.42%).

Display IA-1b: Opt-In Districts vs Non-Opt-In Districts Response Rates

	# Districts	# in Sample	# Completed Interviews	Response Rate
Total	404	6,889	1,069	15.52%
Opt-In	9	271	181	66.79%
Non-Opt-In	385	6,618	888	13.42%

- Of those who completed an interview, 71% of the respondents were parents and 20% were students (see Display IA-2).

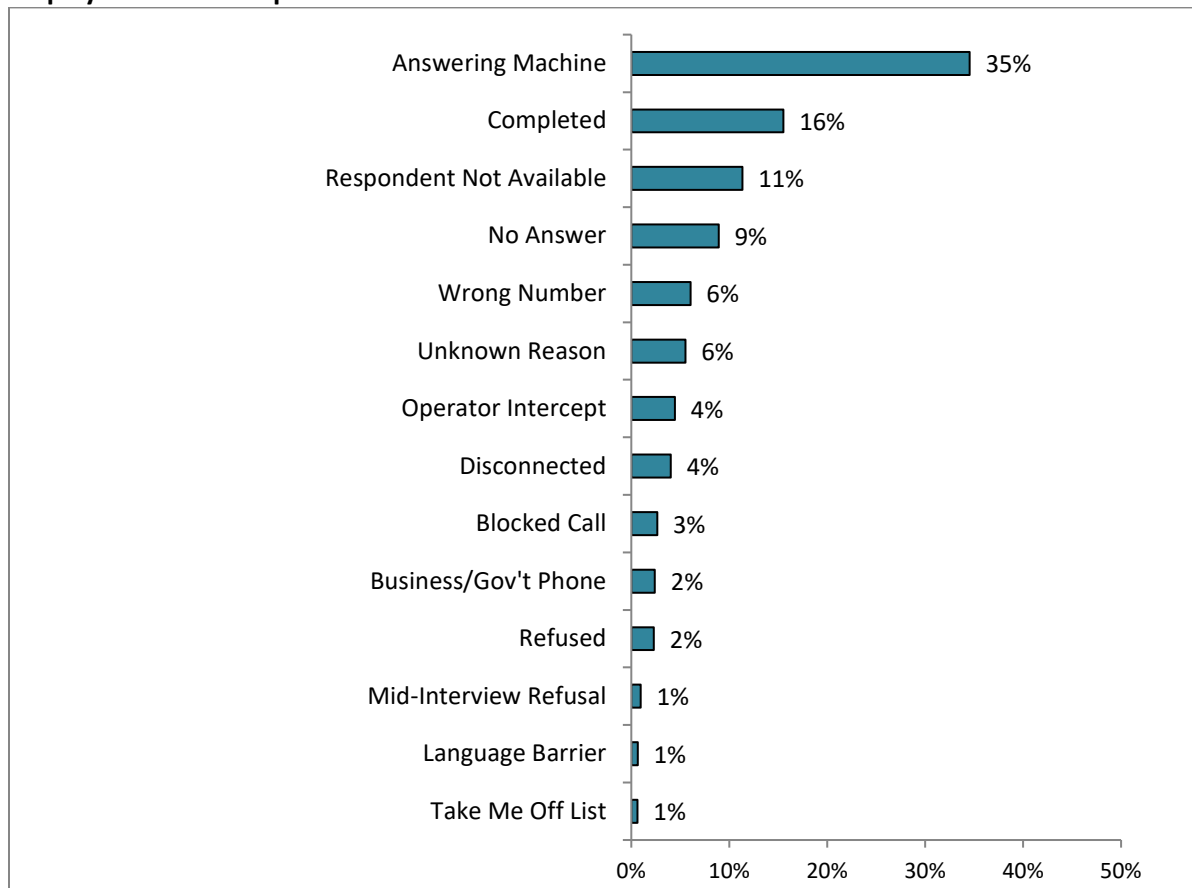
Display IA-2: Respondents	Number	Percent
Who Completed the Survey	1,069	
Student	211	19.74%
Parent	755	70.63%
Guardian	75	7.02%
Other	28	2.62%

- 1,350 of the 6,889 exiters had blocked, business, disconnected, operator intercept, or wrong phone numbers. If these unreachable exiters are excluded from the denominator, the adjusted response rate is 19.30% (1,069/5,539) (see Displays IA-3a through IA-3c).

Display IA-3a: Call Disposition

Disposition	Frequency	Percent
Answering Machine	2,380	34.55%
Blocked Call	182	2.64%
Business/Gov't Phone	166	2.41%
Completed	1,069	15.52%
Disconnected	278	4.04%
Language Barrier	45	0.65%
Mid-Interview Refusal	66	0.96%
No Answer	615	8.93%
Operator Intercept	307	4.46%
Refused	159	2.31%
Respondent Not Available	781	11.34%
Take Me Off List	44	0.64%
Unknown Disposition	380	5.52%
Wrong Number	417	6.05%
Total	6,889	100.00%

Display IA-3b: Call Disposition



Display IA-3c: Call Disposition – Unreachable Phone Numbers Removed

Disposition	Frequency	Percent
Answering Machine	2,380	42.97%
Completed	1,069	19.30%
Language Barrier	45	0.81%
Mid-Interview Refusal	66	1.19%
No Answer	615	11.10%
Refused	159	2.87%
Respondent Not Available	781	14.10%
Take Me Off List	44	0.79%
Unknown Reason	380	6.86%
Total	5,539	100.00%

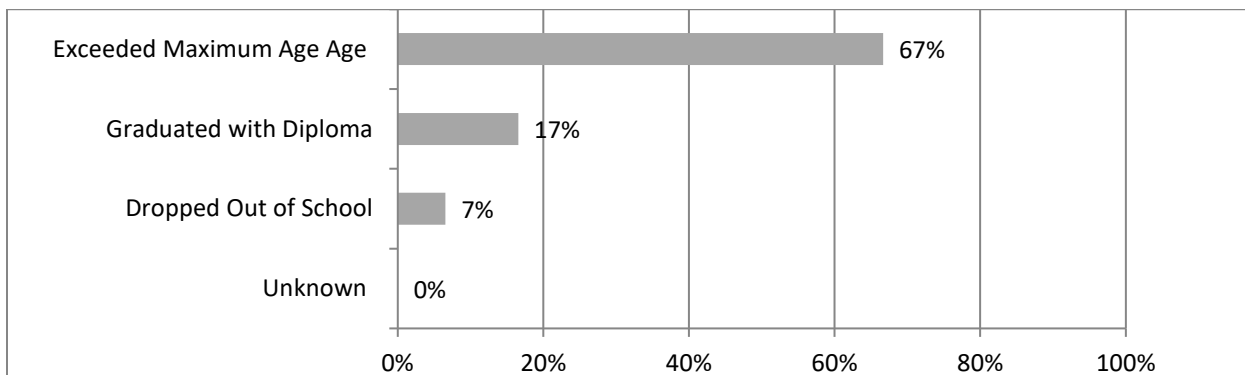
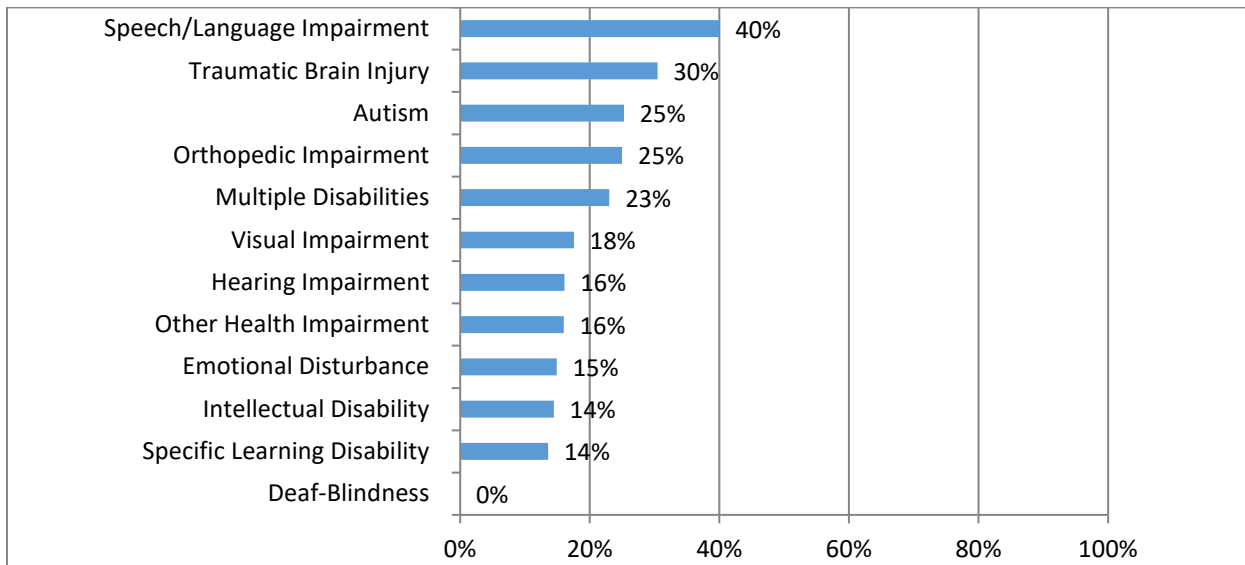
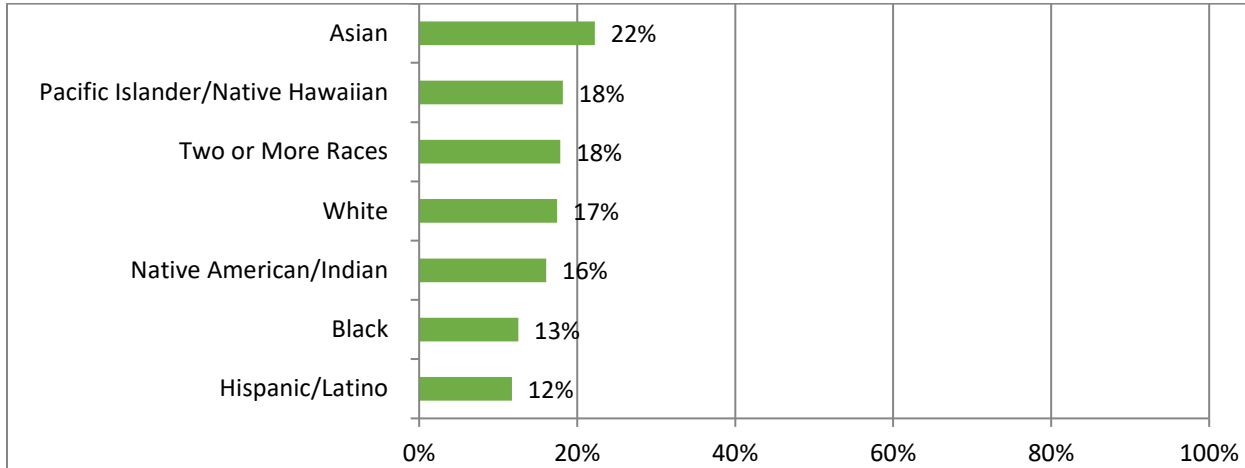
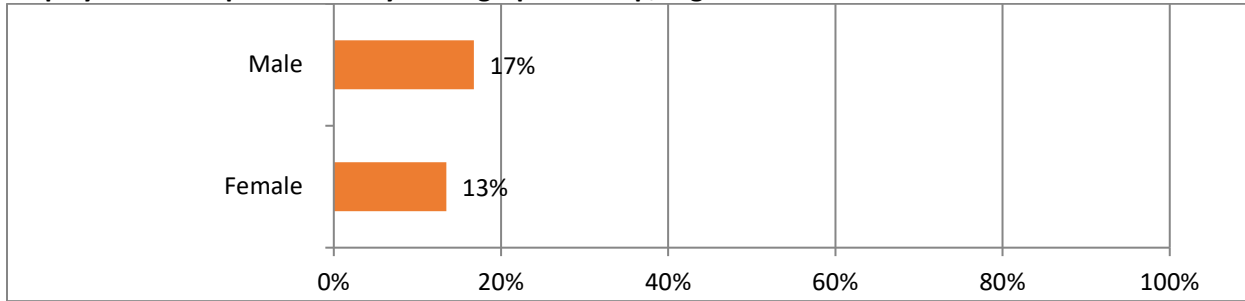
Note: Unreachable phone numbers include blocked, business, disconnected, operator intercept, or wrong numbers.

- 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 IA-4a and IA-4b).
 - Female exiters (13%) were significantly less likely to respond than male exiters (17%).
 - Exiters who are White (17%) were significantly more likely to respond than exiters who are Black (13%) or exiters who are Hispanic/Latino (12%).
 - Exiters who are Two or More Races (18%) were significantly more likely to respond than exiters who are Hispanic/Latino (12%).
 - Exiters with Autism (25%) were significantly more likely to respond than exiters with Other Health Impairments (16%), an Emotional Disturbance (15%), an Intellectual Disability (14%), or a Specific Learning Disability (14%).
 - Exiters who graduated with a diploma (17%) were significantly more likely to respond than exiters who dropped out (7%).

Display IA-4a: Response Rate by Demographic Group

	Number in Sample	Number Interviewed	Response Rate
ALL	6,889	1,069	16%
Female	2,571	346	13%
Male	4,318	723	17%
Asian	27	6	22%
Black	765	96	13%
Hispanic/Latino	921	108	12%
Native American/Indian	1,052	169	16%
Pacific Islander/Native Hawaiian	11	2	18%
Two or More Races	481	86	18%
White	3,107	543	17%
Autism	499	126	25%
Deaf-Blindness	2	0	0%
Emotional Disturbance	369	55	15%
Hearing Impairment (including Deafness)	87	14	16%
Intellectual Disability	574	83	14%
Multiple Disabilities	139	32	23%
Orthopedic Impairment	20	5	25%
Other Health Impairment	1,545	247	16%
Specific Learning Disability	3,553	482	14%
Speech/Language Impairment	20	8	40%
Traumatic Brain Injury	23	7	30%
Visual Impairment (including Blindness)	57	10	18%
Dropped Out of School	719	47	7%
Graduated with Diploma	6,167	1,020	17%
Exceeded Maximum Age	3	2	67%
Unknown	0	0	-

Display IA-2b: Response Rate by Demographic Group, Highest to Lowest



B. Success Rates – Required Reporting

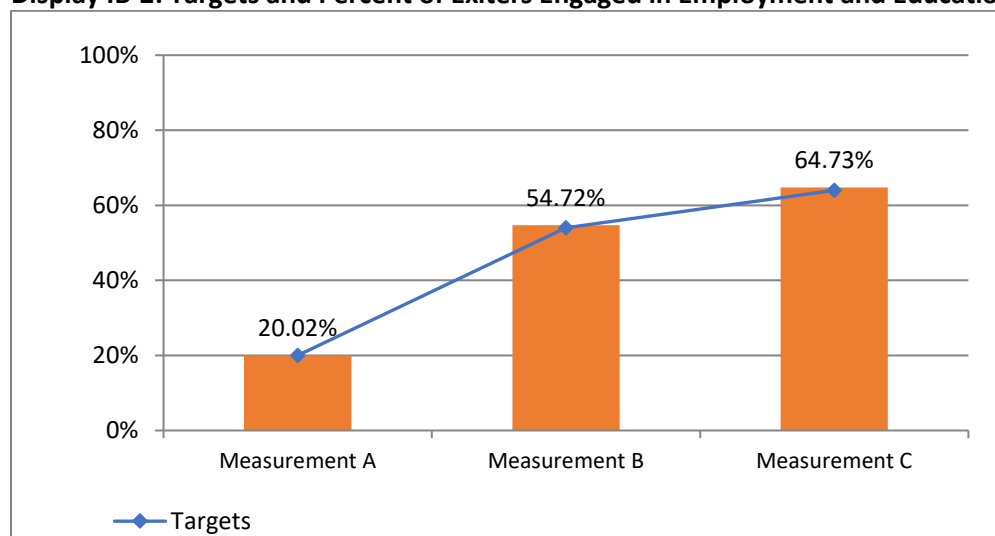
- This Postsecondary Outcomes Survey addresses Indicator 14 of the State Performance Plan (SPP)¹, which requires the State to report on the:
“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
A. Enrolled in higher education within one year 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 7 for the definitions of each of the measurements and the four “measures” that relate 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). 65% 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 IB-1 indicates whether State-determined targets for each of the three measurements were met. The targets for Measurements A, B, and C were met.
- Display IB-2 shows the percent of exiters who met the definition of each of the three measurements in a bar chart format.
- Display IB-3 shows the percent of exiters who fell into each of the four “measure” categories.

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

Category	Target	Number	Percent	Met Target Outright
Interviewed Exiters		1,069		
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school.	20.00%	214	20.02%	Yes
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school.	54.00%	585	54.72%	Yes
Measurement C: Measurement B plus percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment.	64.00%	692	64.73%	Yes

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 IB-2: Targets and Percent of Exiters Engaged in Employment and Education



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

Category	Number	Percent
Measure 1. Enrolled in higher education	214	20.02%
Measure 2. Engaged in competitive employment (but not in Measure 1)	371	34.71%
Measure 3. Enrolled in other postsecondary education or training (but not in Measure 1 or 2)	44	4.12%
Measure 4. Engaged in some other employment (but not in Measure 1, 2, or 3)	63	5.89%
Not in any of the above four measures	377	35.27%
Total	1,069	100.00%

Definitions

Measure 1: Enrolled in higher education within one year of leaving high school; enrolled on a full- 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 IC-1a and IC-1b).

Measurement A: Enrolled in Postsecondary Education

- No significant differences were found by race/ethnicity.
- Female exiters (25%) were significantly more likely to meet Measurement A than male exiters (18%).
- Exiters with a Specific Learning Disability were (23%) were significantly more likely to be meet Measurement A than exiters with an Intellectual Disability (4%) or multiple disabilities (0%).
- Exiters with Other Health Impairments were (21%) were significantly more likely to be meet Measurement A than exiters with an Intellectual Disability (4%).
- Exiters who graduated with a diploma (21%) were significantly more likely to meet Measurement A than exiters who dropped out of school (0%).

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

- No significant differences were found by gender.
- Exiters who are Hispanic (68%) were significantly more likely to meet Measurement B than exiters who are White (52%).
- Exiters with Multiple Disabilities (0%) were significantly less likely to meet Measurement B than exiters with a Specific Learning Disability (67%), or Other Health Impairments (60%), an Emotional Disturbance (49%) or Autism (32%).
- Exiters with Autism (32%) or an Intellectual Disability (25%) were significantly less likely to meet Measurement B than exiters with a Specific Learning Disability (67%) or Other Health Impairments (60%).
- Exiters who graduated with a diploma (56%) were significantly more likely to meet Measurement A than exiters who dropped out of school (32%).

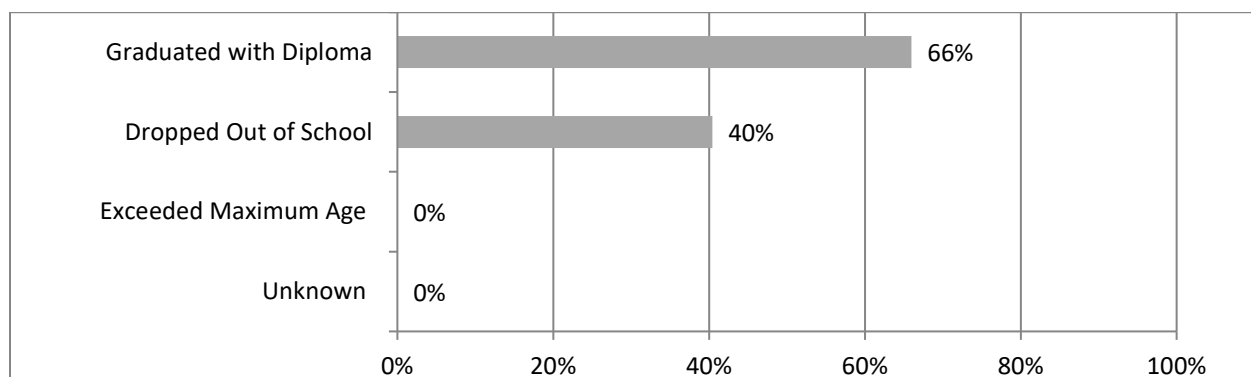
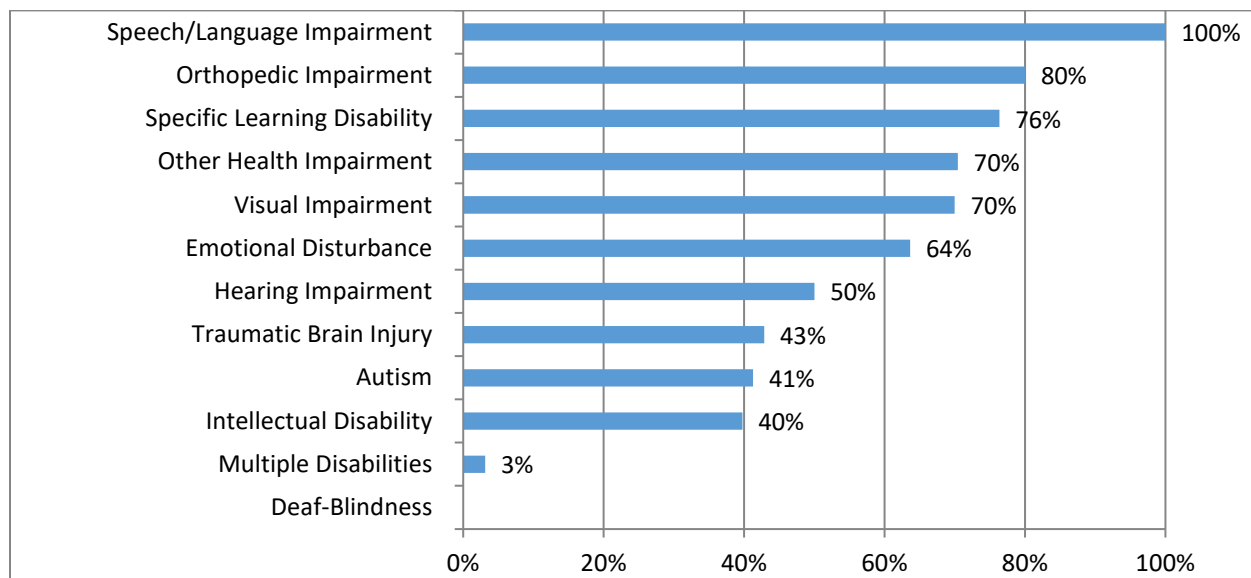
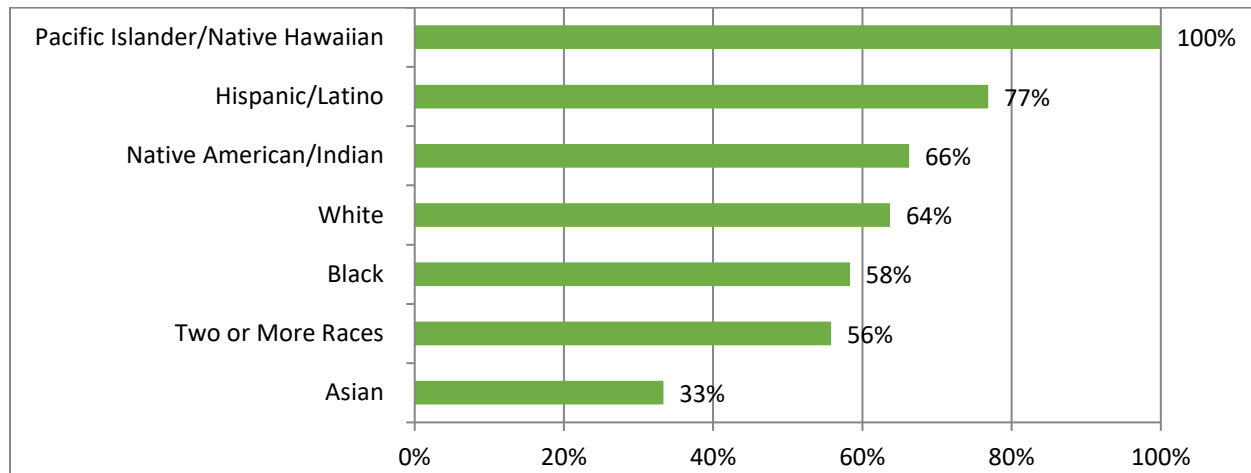
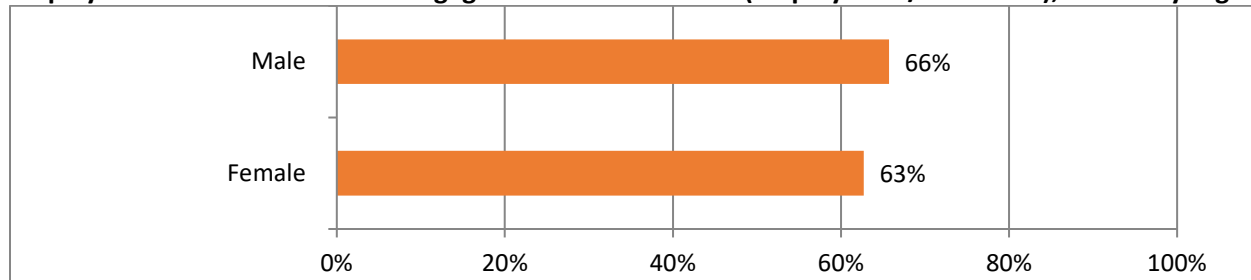
Measurement C: Enrolled in Postsecondary Education, Competitively Employed, and/or Engaged in Some Other Type of Education/Employment

- No significant differences were found by gender.
- Exiters who are Hispanic (77%) were significantly more likely to meet Measurement C than exiters who are Two or More Races (56%).
- Exiters with Multiple Disabilities (3%) were significantly less likely to meet Measurement C than exiters with a Specific Learning Disability (76%), Other Health Impairments (70%), an Emotional Disturbance (64%), Intellectual Disability (40%), or Autism (41%).
- Exiters with an Intellectual Disability (40%) or Autism (41%) were significantly less likely to meet Measurement C than exiters with a Specific Learning Disability (76%) or Other Health Impairments (70%).
- Exiters who graduated with a diploma (66%) were significantly more likely to meet Measurement C than exiters who dropped out of school (40%).

Display IC-1a: 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	1,069	20%	55%	65%
Female	346	25%	52%	63%
Male	723	18%	56%	66%
Asian	6	17%	33%	33%
Black	96	25%	50%	58%
Hispanic/Latino	108	22%	68%	77%
Native American/Indian	169	20%	60%	66%
Pacific Islander/Native Hawaiian	2	0%	100%	100%
Two or More Races	86	16%	51%	56%
White	543	19%	52%	64%
Autism	126	17%	32%	41%
Deaf-Blindness	0	-	-	-
Emotional Disturbance	55	13%	49%	64%
Hearing Impairment (including Deafness)	14	29%	43%	50%
Intellectual Disability	83	4%	25%	40%
Multiple Disabilities	32	0%	0%	3%
Orthopedic Impairment	5	80%	80%	80%
Other Health Impairment	247	21%	60%	70%
Specific Learning Disability	482	23%	67%	76%
Speech/Language Impairment	8	63%	100%	100%
Traumatic Brain Injury	7	0%	14%	43%
Visual Impairment (including Blindness)	10	40%	50%	70%
Dropped Out of School	47	0%	32%	40%
Graduated with Diploma	1,020	21%	56%	66%
Exceeded Maximum Age	2	0%	0%	0%
Unknown	0	-	-	-

Display IC-1b: Percent of Exiters Engaged in Measurement C (Employment/Education); Sorted by Highest to Lowest



- Displays IC-2a through IC-2f disaggregate the results by the four “measures” that relate to the overall three “measurements.” (Note: Measure 5 represents a “none of the above” situation.)

Measure 1: Enrolled in Higher Education

- Female exiters (25%) were significantly more likely to meet Measure 1 than male exiters (18%).
- Exiters with an Intellectual Disability (4%) were significantly less likely to meet Measure 1 than exiters with a Specific Learning Disability (23%) or Other Health Impairments (21%).
- Exiters with a Specific Learning Disability (23%) were significantly more likely to meet Measure 1 than exiters with multiple disabilities (0%).
- Exiters who graduated with a diploma (21%) were significantly more likely to meet Measure 1 than exiters who dropped out of school (0%).

Measure 2: Engaged in Competitive Employment

- Exiters who are Hispanic/Latino (58%) were significantly more likely to meet Measure 2 than exiters who are White (40%).
- Exiters with Multiple Disabilities (0%) were significantly less likely to meet Measure 2 than exiters with an Emotional Disturbance (36%), a Specific Learning Disability (55%), or Other Health Impairments (45%).
- Exiters with a Specific Learning Disability (55%) or Other Health Impairment (45%) were significantly more likely to meet Measure 2 than exiters with an Intellectual Disability (23%) or Autism (21%).

Measure 3: Enrolled in Other Postsecondary Education or Training

- No significant differences were evident.

Measure 4: Engaged in Some Other Employment

- No significant differences were evident.

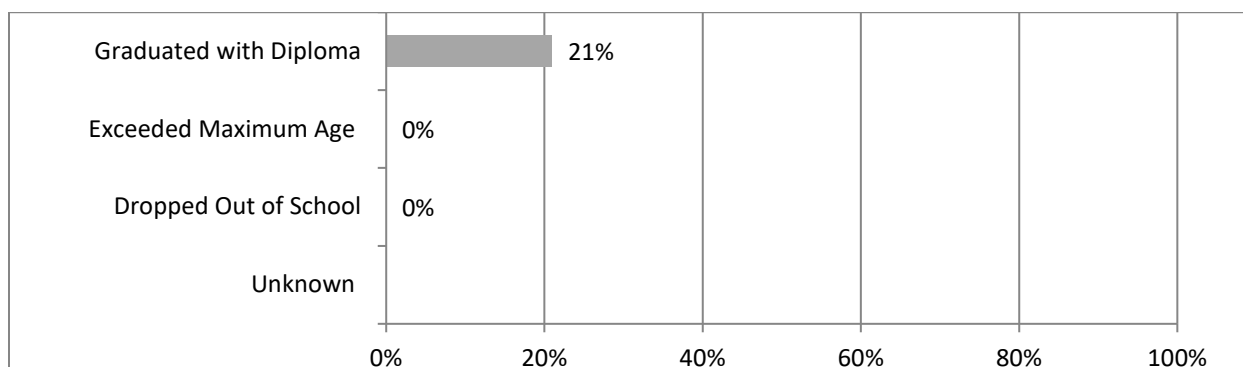
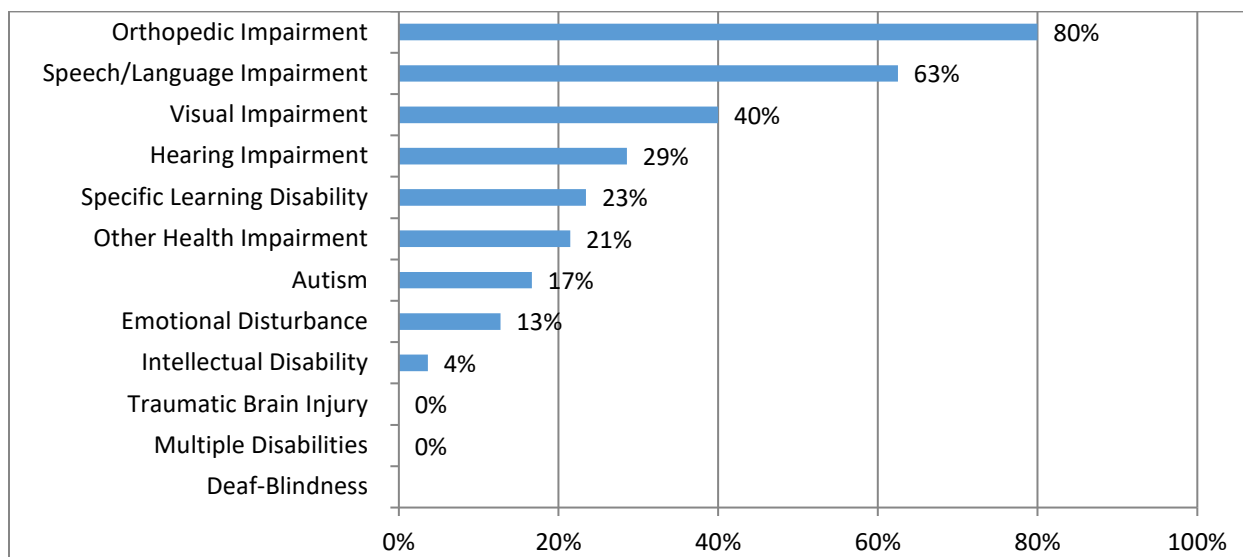
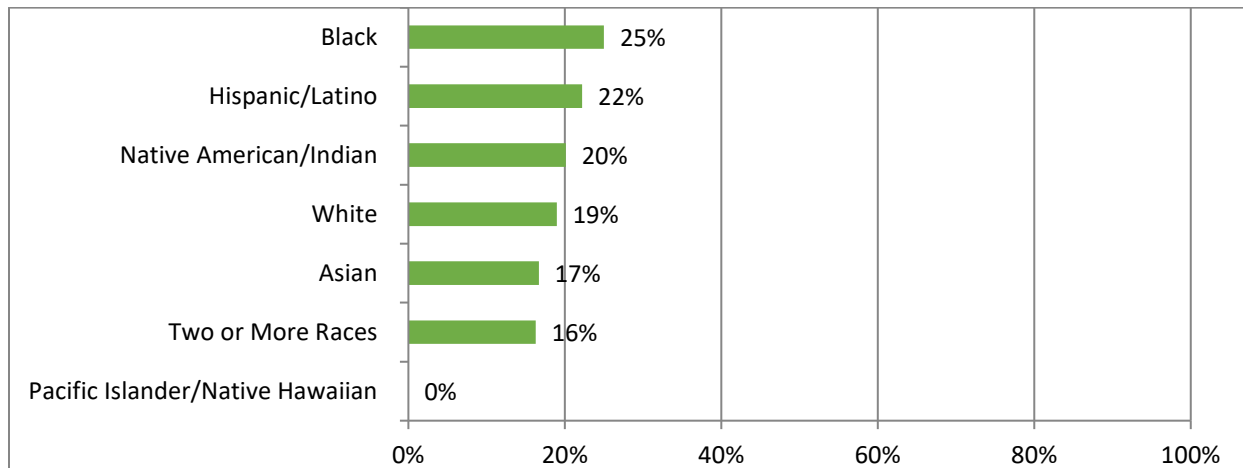
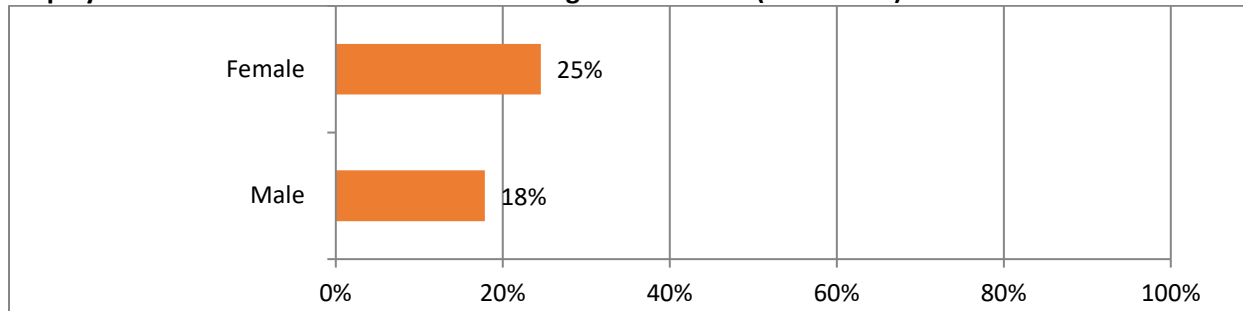
Display IC-2a: Percentage of Exiters Engaged in Employment/Education Measures

Disaggregated by Exiter Characteristics

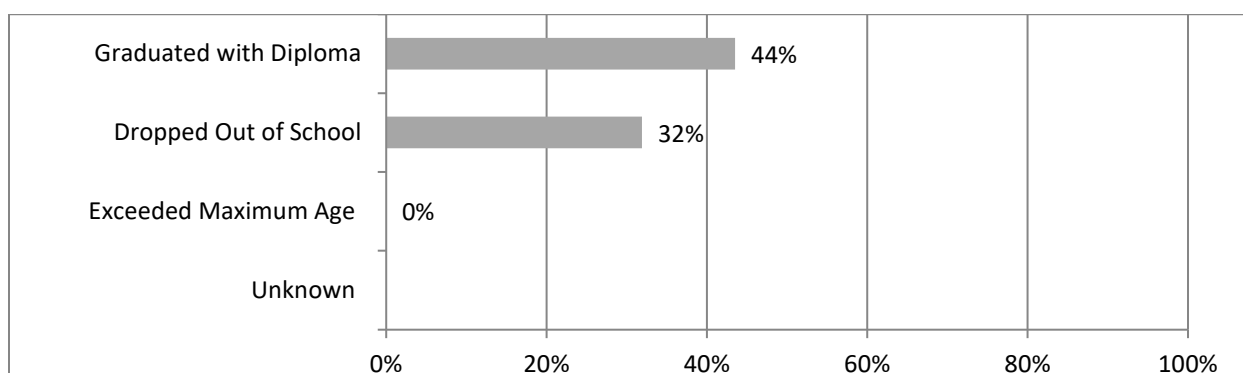
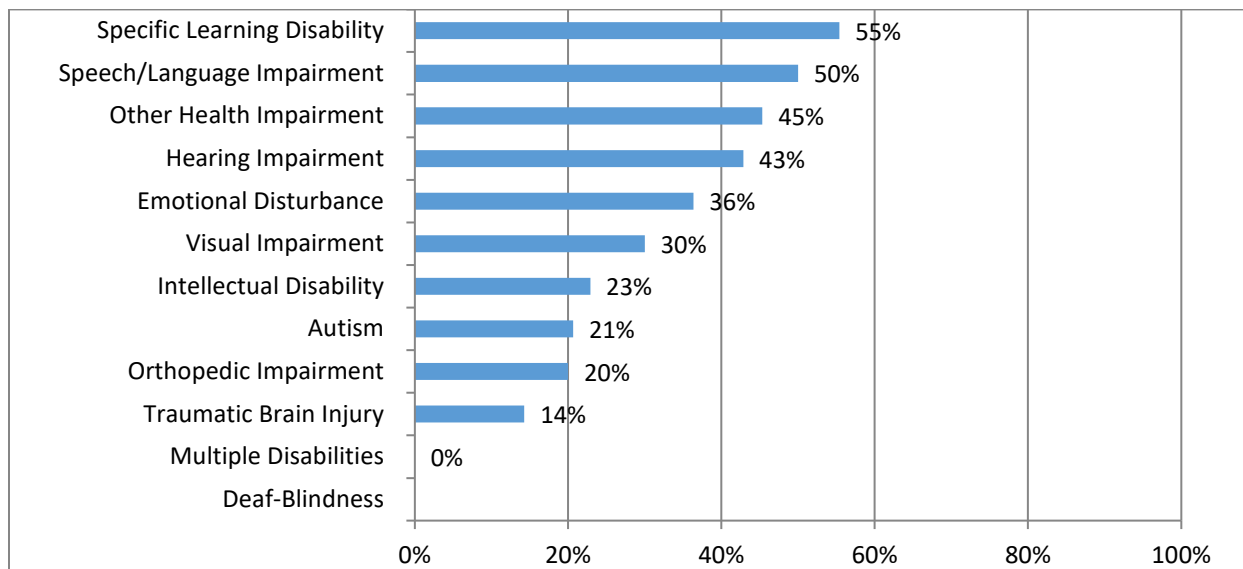
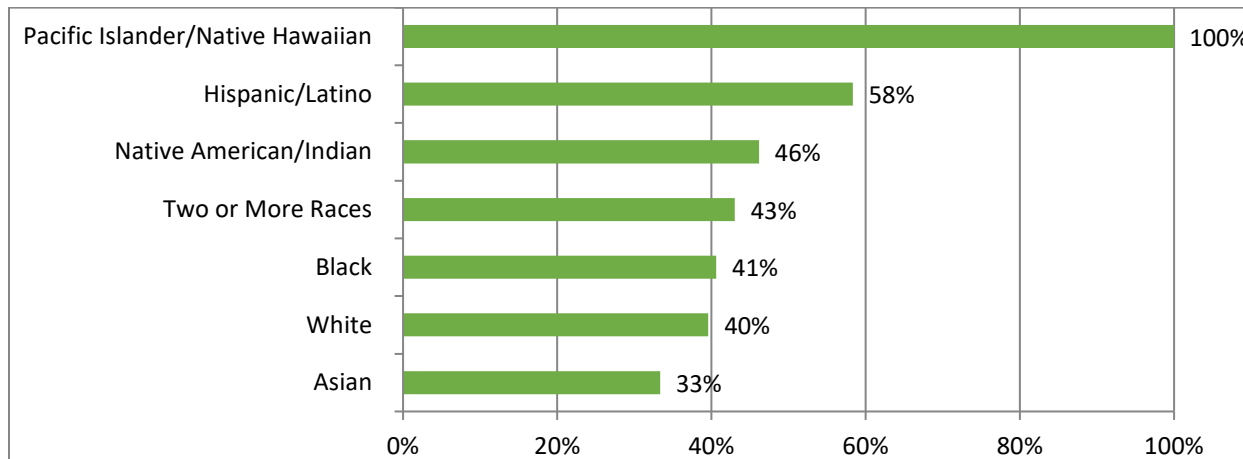
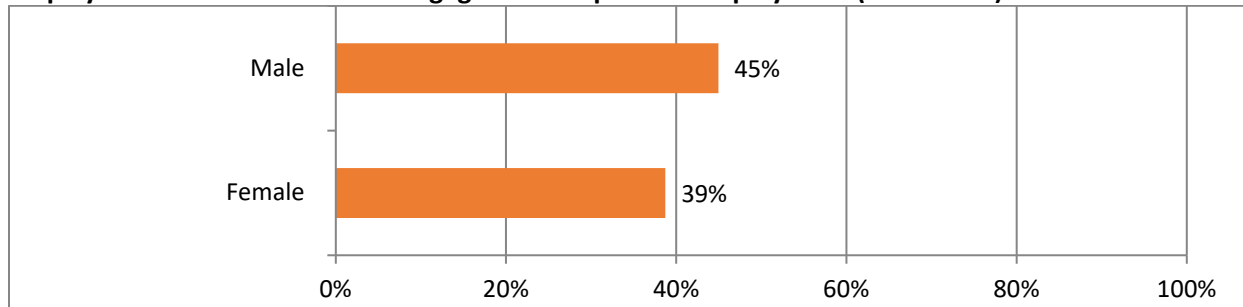
Note: The first four measures are not mutually exclusive. An exiter can be in more than one of these measures.

	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	1,069	20%	43%	14%	10%	35%
Female	346	25%	39%	12%	11%	37%
Male	723	18%	45%	15%	9%	34%
Asian	6	17%	33%	0%	0%	67%
Black	96	25%	41%	8%	11%	42%
Hispanic/Latino	108	22%	58%	16%	6%	23%
Native American/Indian	169	20%	46%	12%	8%	34%
Pacific Islander/Native Hawaiian	2	0%	100%	0%	0%	0%
Two or More Races	86	16%	43%	7%	7%	44%
White	543	19%	40%	16%	10%	36%
Autism	126	17%	21%	13%	7%	59%
Deaf-Blindness	0	-	-	-	-	-
Emotional Disturbance	55	13%	36%	11%	13%	36%
Hearing Impairment (including Deafness)	14	29%	43%	14%	0%	50%
Intellectual Disability	83	4%	23%	7%	10%	60%
Multiple Disabilities	32	0%	0%	0%	3%	97%
Orthopedic Impairment	5	80%	20%	20%	0%	20%
Other Health Impairment	247	21%	45%	13%	10%	30%
Specific Learning Disability	482	23%	55%	17%	11%	24%
Speech/Language Impairment	8	63%	50%	13%	13%	0%
Traumatic Brain Injury	7	0%	14%	0%	29%	57%
Visual Impairment (including Blindness)	10	40%	30%	20%	10%	30%
Dropped Out of School	47	0%	32%	6%	4%	60%
Graduated with Diploma	1,020	21%	44%	14%	10%	34%
Exceeded Maximum Age	2	0%	0%	0%	0%	100%
Unknown	0	-	-	-	-	-

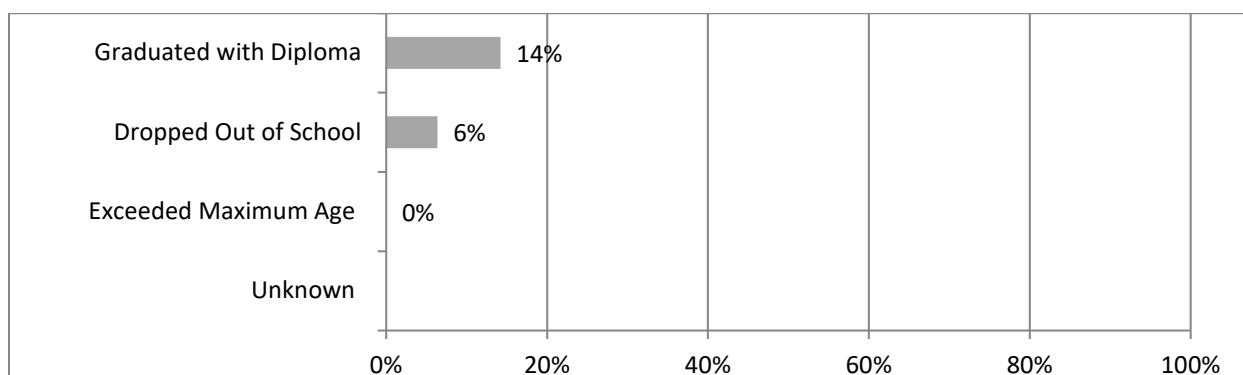
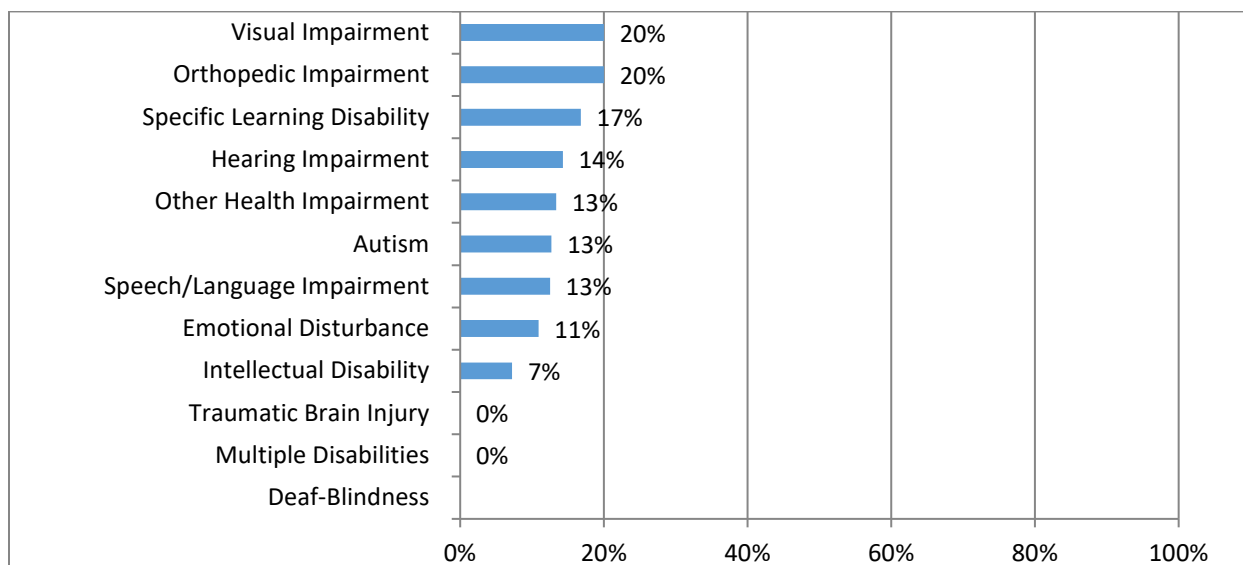
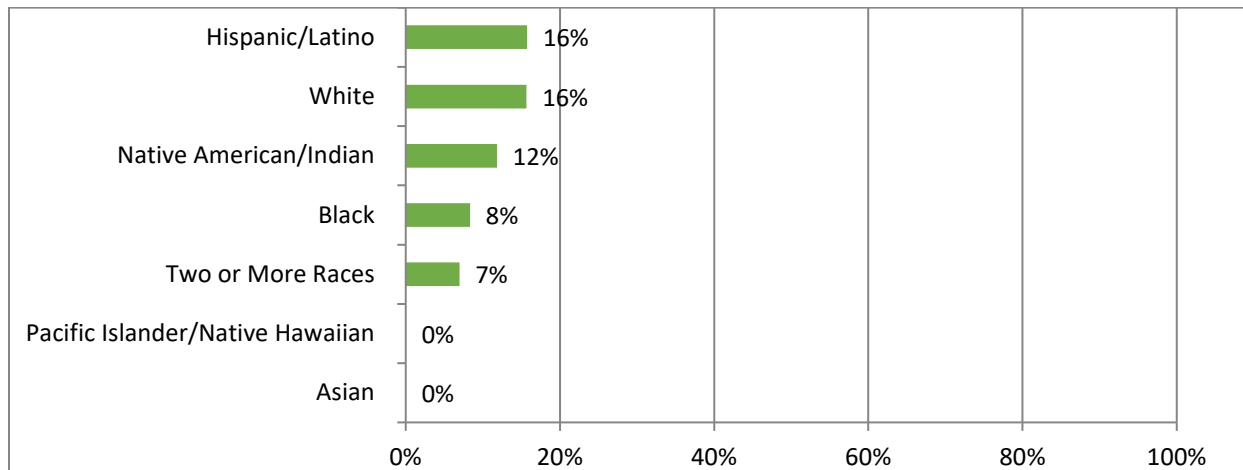
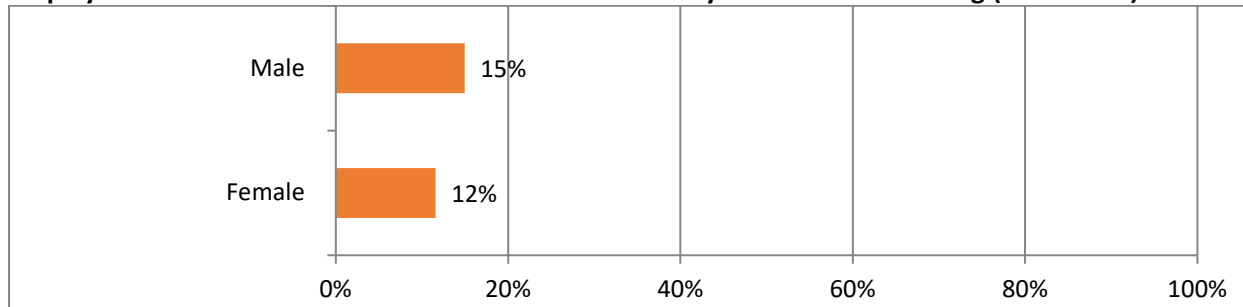
Display IC-2b: Percent of Exiters Enrolled in Higher Education (Measure 1)



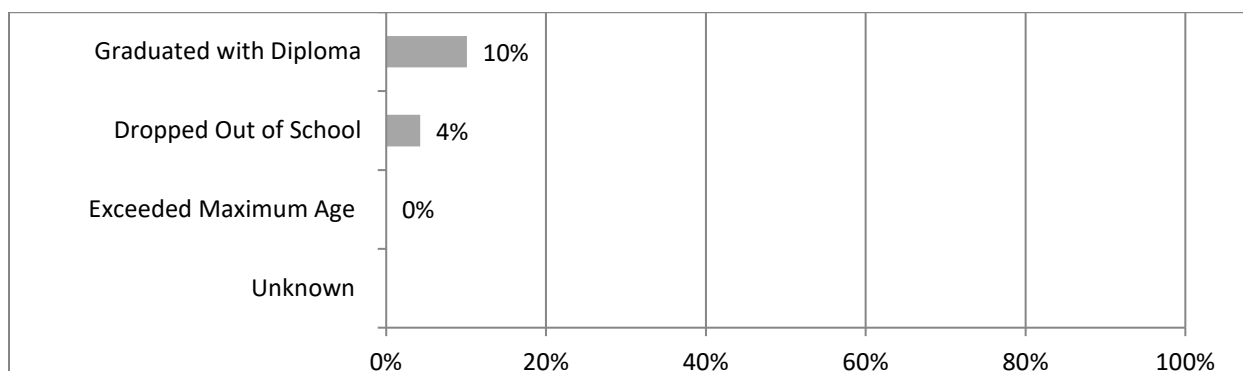
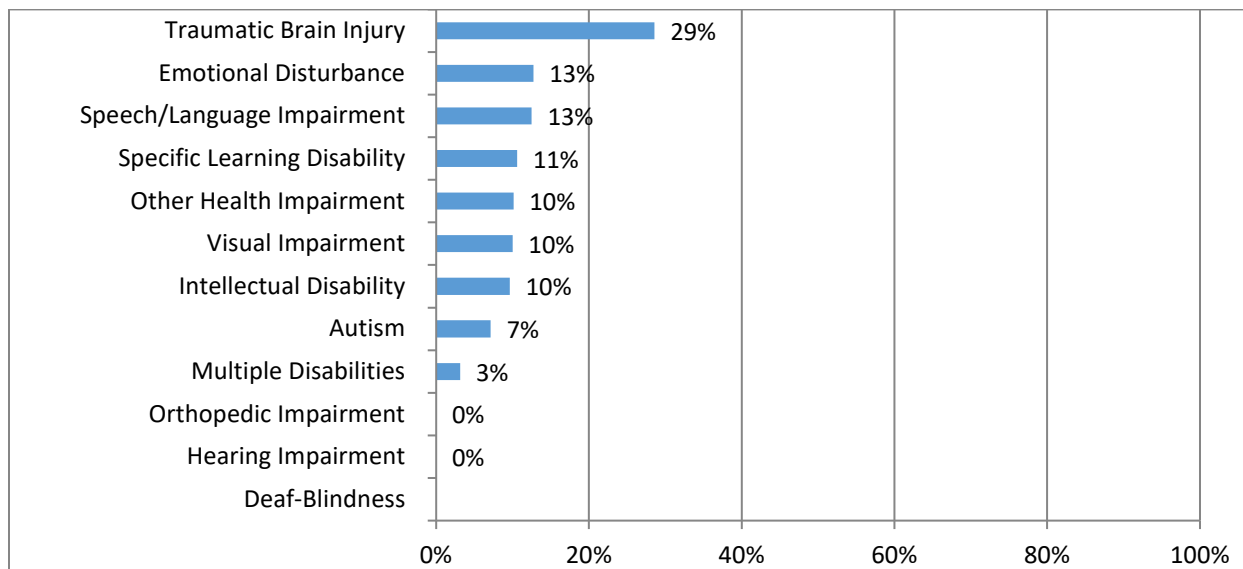
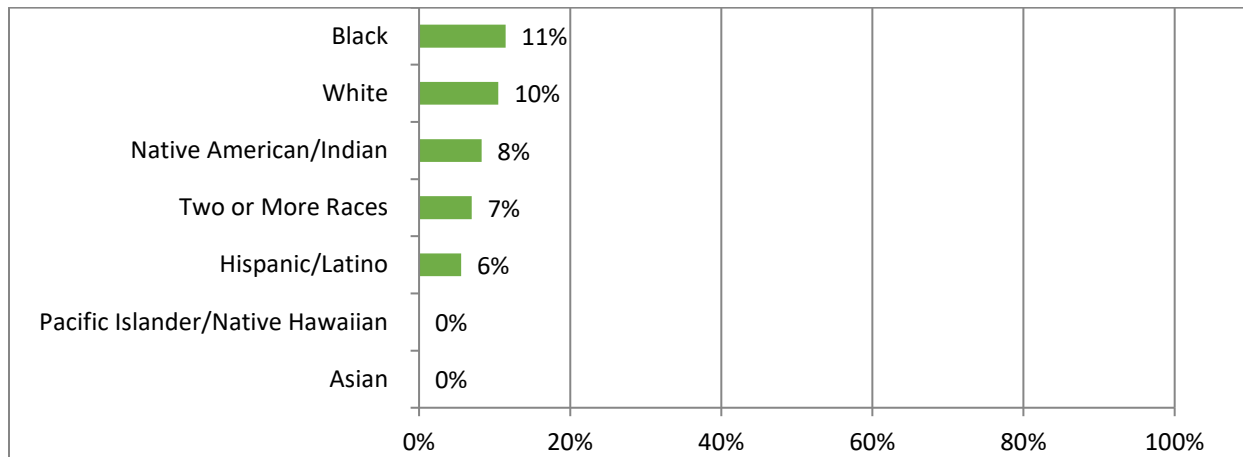
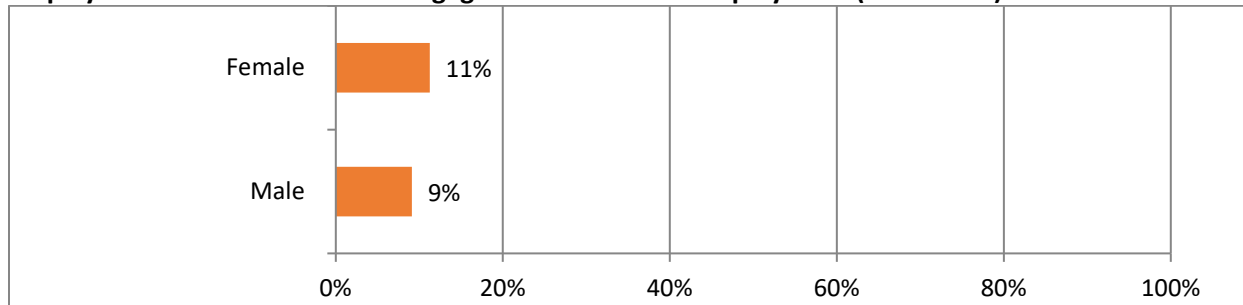
Display IC-2c: Percent of Exiters Engaged in Competitive Employment (Measure 2)



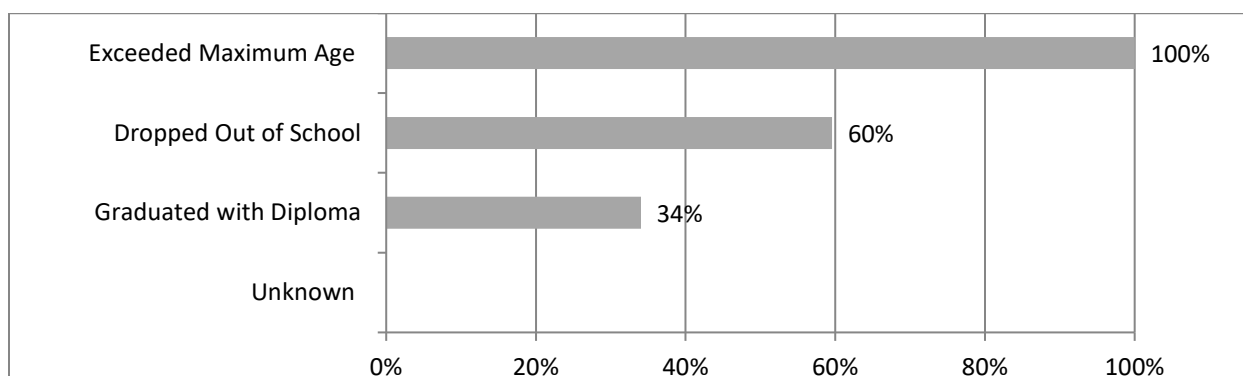
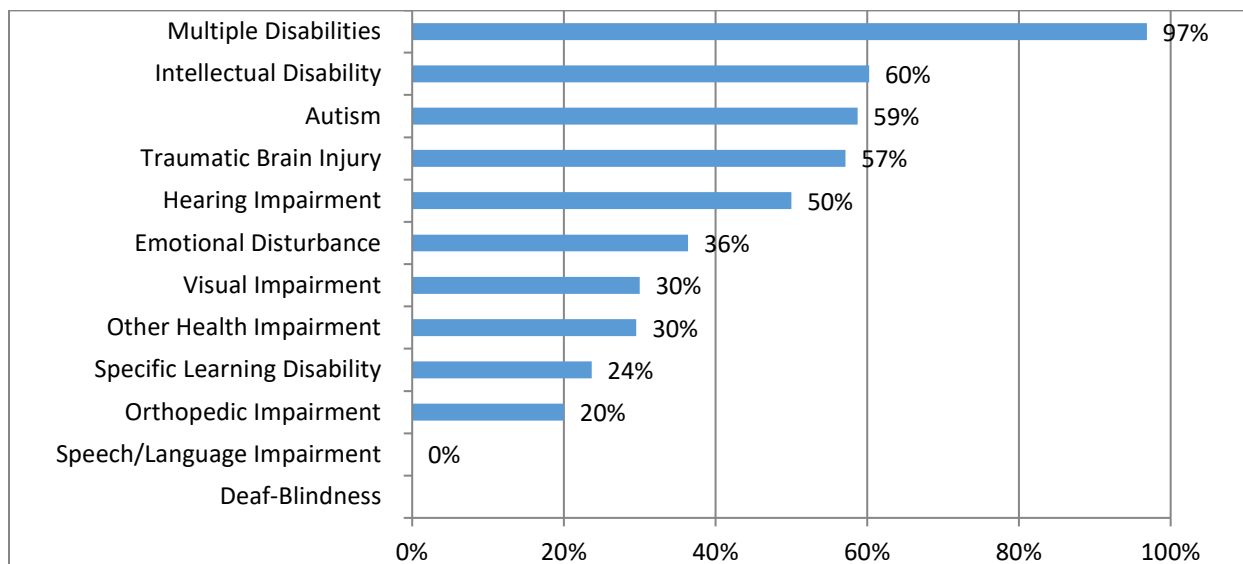
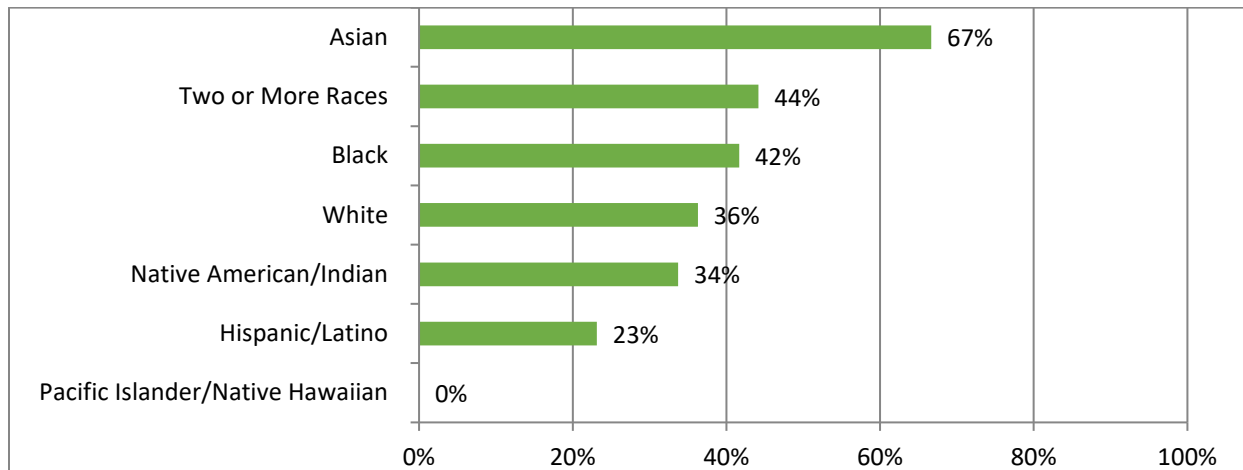
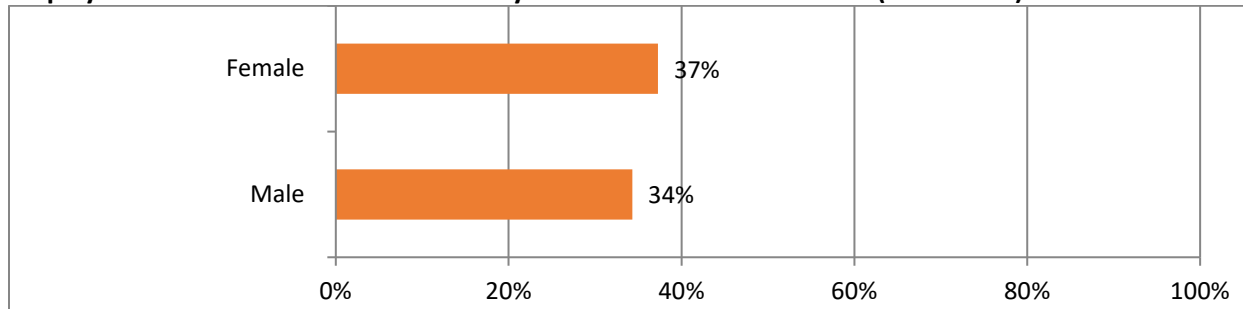
Display IC-2d: Percent of Exiters Enrolled in Postsecondary Education or Training (Measure 3)



Display IC-2e: Percent of Exiters Engaged in Some Other Employment (Measure 4)



Display IC-2f: Percent of Exiters Not in Any of the Other Four Measures (Measure 5)



D. Education Details

- Interviewees were asked about their current educational status (see Display ID-1).
 - 63% said they have not attended any school, education, or job training program since leaving high school.

Display ID-1: Education Status

Education	Number	Percent
At any time since leaving high school, have you ever attended any school, education, or job training program?	1,069	
(1) Yes	402	37.6%
(2) No	667	62.4%

- Those interviewees 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 ID-2). Of those who had pursued some type of education (completing at least one term):
 - 37% said they had attended a two-year community or technical college.
 - 31% said they had attended a vocational or technical school.
 - 28% said they had attended a four-year college or university.
 - 23% had attended a training program that lasted at least a year for a particular occupation.

Display ID-2: Type of Education

	All Respondents*		Respondents Who Pursued Education	
Type of Education	Number	% Yes	Number	% Yes
Number of respondents in the denominator:	1,069		402	
Have you attended a high school completion program including an Adult Basic Education or GED program?	24	2.2%	24	6.0%
Have you attended a short-term education or employment-training program such as the Job Corps, WIA, or Department of Rehabilitation Services?	43	4.0%	43	10.7%
Have you attended a vocational or technical school - (a certificate program or less than a 2-year program)?	123	11.5%	123	30.6%
Have you attended a training program that lasts at least a year for a particular occupation?	92	8.6%	92	22.9%
Have you attended a two-year community or technical college?	147	13.8%	147	36.6%
Have you attended a four-year college or university?	111	10.4%	111	27.6%
Have you participated in a formal humanitarian program such as the Peace Corps, Vista, AmeriCorps, or a Church Mission?	18	1.7%	18	4.5%
Have you attended an educational program while incarcerated?	3	0.3%	3	0.7%

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

- Interviewees were asked about their current employment status (see Display IE-1).
 - 58% said they are currently working for pay.

Display IE-1: Employment Status

Employment Status	Number	Percent
Which of the following best describes your current employment status?	1,045	
(1) I am currently working for pay	604	57.8%
(2) I am not currently working for pay but I have worked for pay since leaving high school	136	13.0%
(3) I am not currently working for pay and I haven't worked for pay since leaving high school	305	29.2%

- Those interviewees 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 IE-2). Of those who had worked:
 - 92% said they had worked in an integrated, competitive employment setting where most employees are non-disabled.

Display IE-2: Employment Setting

Employment Setting	All Respondents*		Respondents Who Were Employed	
	Number	% Yes	Number	% Yes
Is/was your job:	1,069		740	
(1) in an integrated, competitive employment setting where most employees are non-disabled?	678	63.4%	678	91.6%
(2) in a home-based business?	16	1.5%	16	2.2%
(3) as a homemaker?	1	0.1%	1	0.1%
(4) in the military?	15	1.4%	15	2.0%
(5) in a sheltered setting (where most workers have disabilities)?	2	0.2%	2	0.3%
(6) in a supported employment setting (paid work in a community with support services)?	6	0.6%	6	0.8%
(7) within jail or prison?	1	0.1%	1	0.1%
(8) unpaid volunteer or internship?	2	0.2%	2	0.3%
(11) other	19	1.8%	19	2.6%

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 who had worked, 79% said they had worked at the job at least 90 days; 95% said they were paid at least the minimum hourly wage (see Display IE-3).

Display IE-3: Details on Employment

Details on Employment	Denominator	% Yes
Have you/did you work at this job for at least 90 days?	738	78.6%
On this job, are you (were you) paid at least minimum hourly wage (\$7.25/hour in Oklahoma)?	724	95.2%

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

Display IE-4: Hours Worked

Hours Worked	Number	Percent
How many hours do you (did you) usually work per week at this job?	734	
1-9 Hours	29	4.0%
10-19 Hours	42	5.7%
20-29 Hours	141	19.2%
30-39 Hours	175	23.8%
40 Hours	269	36.6%
40+ Hours	78	10.6%

- Those interviewees who said they were currently working, or had worked, since leaving high school were asked a series of questions regarding competitive integrated employment (see Display IE-5).
 - 92% said they were paid the same as other people who work in a similar job with the same skills, experience, and training.
 - 88% said they interact or talk with co-workers without a disability to get their job done.
 - 78% said they were eligible for a pay raise or promotion.
 - 42% said they received benefits.

Display IE-5: Competitive Integrated Employment

Competitive Integrated Employment	Denominator	% Yes
When doing your job, did you interact or talk with co-workers without a disability to get your job done?	705	88.1%
In this job, were you or are you eligible for a pay raise or promotion?	645	77.7%
Were you paid the same as other people who work in a similar job with the same skills, experience, and training?	673	91.8%
In this job, did you receive benefits?	685	41.8%

F. COVID-19 Impact

- All interviewees were asked whether the State of Oklahoma COVID-19 Executive Orders and public health mandates impacted their post high school employment (see Display IF-1).
 - 12% said they were laid off from their job as a result of COVID-19.
 - 24% said their hours were reduced as a result of COVID-19.

Display IF-1: COVID-19 Impact

	Denominator	% Yes
Were you laid off from your job as a result of COVID-19?	735	12.0%
Were your hours reduced as a result of COVID-19?	727	23.5%

II. Results Over Time – 2020-21 Results Compared to Previous Years

The results from the 2020-21 collection (2019-20 exiters who were interviewed in summer 2021) were compared to exiters in the previous two data collections (2018-19 collection and 2019-20 collection).

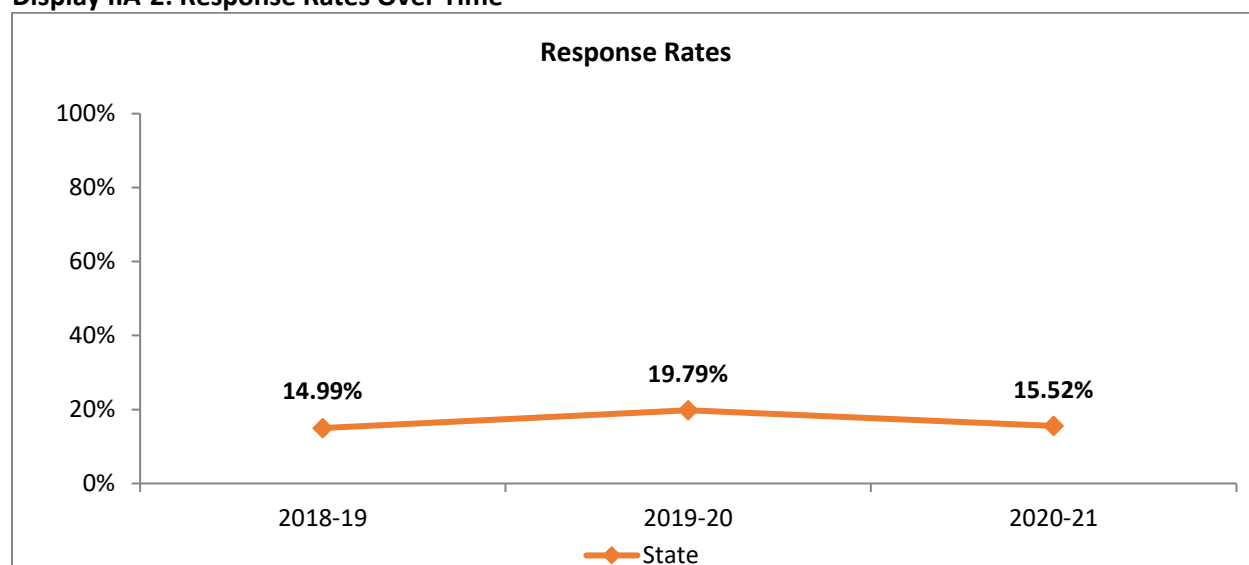
A. Response Rates

- The response rate decreased 4.27 percentage points from the 2020-21 collection compared to the 2019-20 collection (see Displays IIA-1 and IIA-2).

Display IIA-1: Response Rates Over Time

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

Display IIA-2: Response Rates Over Time



- In summer 2021, 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. Nine of the 404 participating 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 phone were sent a postcard with a link to the online survey.
- Display IIA-3 shows the call dispositions from the phone interview/email attempts over time.

Display IIA-3: Call Disposition for Indicator 14

Disposition	2018-19		2019-20		2020-21	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Answering Machine	1,873	31.30%	1,482	26.67%	2,380	34.55%
Blocked Call	80	1.34%	234	4.21%	182	2.64%
Business/Gov't Phone	215	3.59%	192	3.46%	166	2.41%
Busy Signal	23	0.38%	17	0.31%	-	-
Completed	897	14.99%	1,100	19.79%	1,069	15.52%
Disconnected	443	7.40%	483	8.69%	278	4.04%
Fax Machine	90	1.50%	22	0.40%	-	-
Language Barrier	47	0.79%	42	0.76%	45	0.65%
Mid-Interview Refusal	82	1.37%	84	1.51%	66	0.96%
No Answer	439	7.34%	308	5.54%	615	8.93%
Operator Intercept	-	-	-	-	307	4.46%
Refused	31	0.52%	258	4.64%	159	2.31%
Respondent Not Available	1,050	17.55%	535	9.63%	781	11.34%
Take Me Off List	71	1.19%	46	0.83%	44	0.64%
Unknown Phone Number	0	0.00%	85	1.53%	-	-
Unknown Disposition	0	0.00%	3	0.05%	380	5.52%
Wrong Number	643	10.75%	666	11.98%	417	6.05%
Total	5,984	100.00%	5,557	100.00%	6,889	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 2020-21 collection than for the previous two collections (see Display IIA-4).
 - For groups with at least 50 exiters in the sample, the response rate decreased on all demographics from 2019-20 to 2020-21.
 - The groups with the largest decrease in response rate from 2019-20 to 2020-21 included exiters with Multiple Disabilities (8 percentage point decrease), female exiters (7 percentage point decrease), Hispanic/Latino exiters (5 percentage point decrease), exiters with Other Health Impairments (5 percentage point decrease).

Display IIA-4: Response Rate by Demographic Groups

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

B. Success Rates – Required Reporting

- Displays IIB-1 through IIB-3 show how the 2020-21 results compared to the results of the two previous years.
 - For each of the three collections, at least 65% of exiters have been engaged in education or employment (Measurement C).
 - The 2020-21 collection (35%) had a higher percentage of exiters in Measure 2 than the 2019-20 collection (29%).

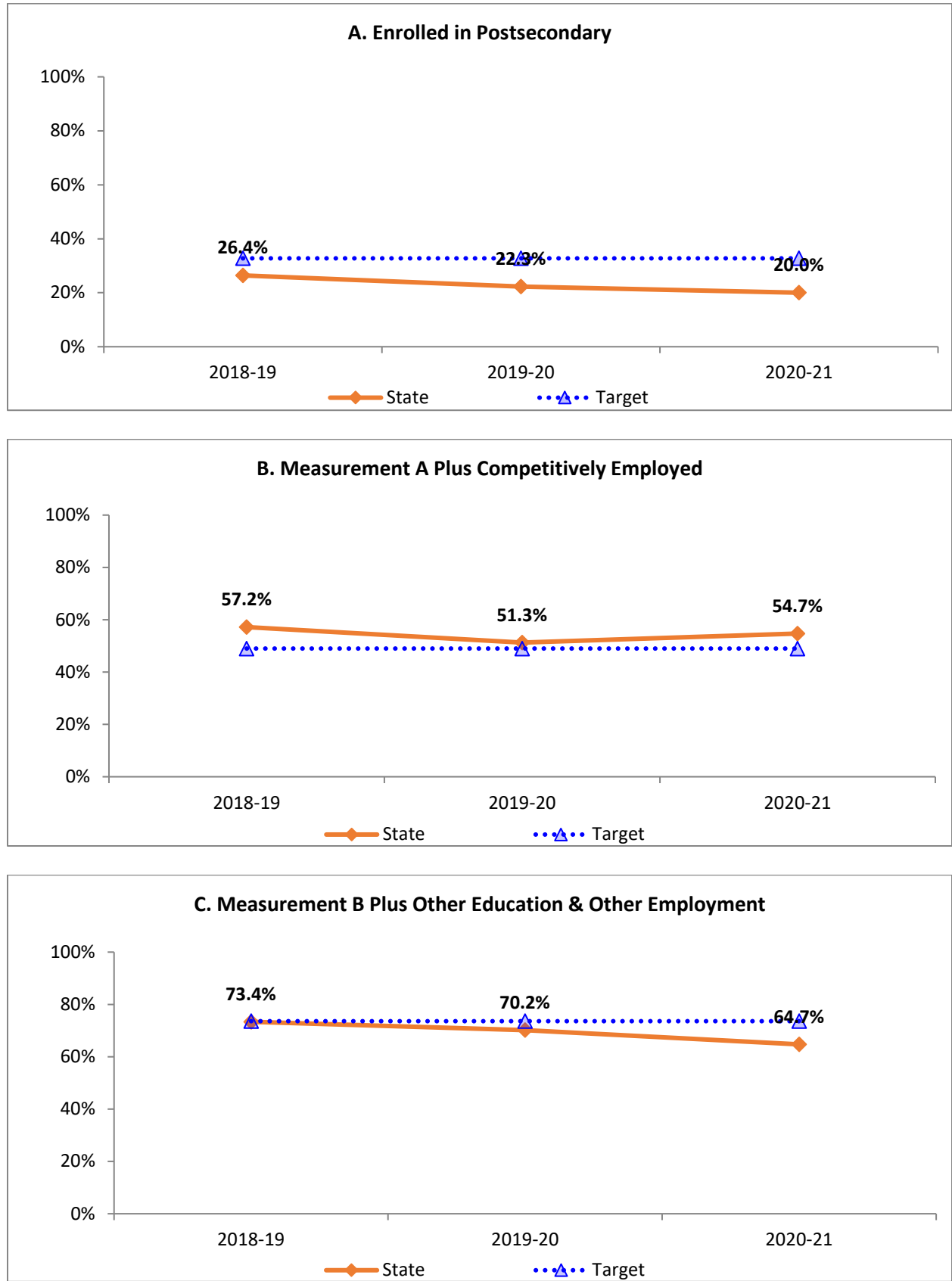
Display IIB-1: Number and Percent of Exiters Engaged in Employment and/or Education

Category	2018-19 Results (2017-18 Exiters)		2019-20 Results (2018-19 Exiters)		2020-21 Results (2019-20 Exiters)	
	Number	Percent	Number	Percent	Number	Percent
Interviewed Exiters	897	100.00%	1,100	100.00%	1,069	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%
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%
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%

Display IIB-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)	
	Number	Percent	Number	Percent	Number	Percent
Measure 1. Enrolled in higher education	237	26.42%	245	22.27%	214	20.02%
Measure 2. Engaged in competitive employment (but not in Measure 1)	276	30.77%	319	29.00%	371	34.71%
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%
Measure 4. Engaged in some other employment (but not in Measures 1, 2, or 3)	54	6.02%	121	11.00%	63	5.89%
Not in any of the above four categories	239	26.64%	328	29.82%	377	35.27%
Total	897	100.00%	1,100	100.00%	1,069	100.00%

Display IIB-3a-c: 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 2020-21 collection than in the previous two collections (see Display IIC-1).
 - For groups with at least 25 exiters who responded, the success rates decreased for most groups from 2019-20 to 2020-21.
 - The groups with the largest differences in Measurement C between 2020-21 and 2019-20, that had at least 25 exiters who responded, include the following four groups:
 - Exiters with Multiple Disabilities (20 percentage point **decrease** from 23% in 2019-20 to 3% in 2020-21).
 - Exiters who are Two or More Races (16 percentage point **decrease** from 72% in 2019-20 to 56% in 2020-21).
 - Exiters with Autism (10 percentage point **decrease** from 51% in 2019-20 to 41% in 2020-21).
 - Exiters who are Hispanic/Latino (10 percentage point **increase** from 67% in 2019-20 to 77% in 2020-21).

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

- Display IIC-2 and IIC-3 disaggregate the results by the four “Measures” which relate to the overall three measurements over a period of three years (2018-19, 2019-20, and 2020-21). The fifth “Measure” represents “none of the above.”

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

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