

# State Performance Plan Indicator 14 Report: Texas' 2022 Post School Outcomes Survey

Prepared for:  
The Texas Education Agency

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## Background and Project Context

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As part of the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, the United States Department of Education Office of Special Education Programs (USDE/OSEP) requires that states monitor various aspects of the programs and services provided to students with disabilities. Through required annual reports (the State Performance Plan/Annual Performance Report), states monitor and measure approximately 30 different performance areas. State Performance Plan Indicator (SPPI) 14 is known as the Post School Outcomes indicator. SPPI 14 follows up with students who had an individualized education program (IEP) while in high school by providing them with a survey one year following their exit from public school. SPPI 14 has three parts: SPPI 14A – the percentage of students who are enrolled in higher education; SPPI 14B – the percentage of students who are included in SPPI 14A or are competitively employed; and SPPI 14C – the percentage of students who are included in SPPI 14A or SPPI 14B or are enrolled in another type of postsecondary education or other employment setting. Students who had IEPs in place at the time they exited from the 2020-21 school year formed the target group for the 2021-22 SPPI 14 measure for Texas. Each annual cohort of exited students is surveyed one year after the end of their last school year of record (e.g., 2019-20 exiters were surveyed in the summer of 2021 for the 2021 SPPI; 2020-21 exiters are surveyed in the summer of 2022 for the 2022 SPPI, and so on).

States use various strategies for estimating SPPI 14, including accessing workforce and postsecondary records, identifying a sample of students for interviews, or surveying either a sample or the population of exiters. Texas uses survey methods, contacting over 30,000 exiters each year<sup>1</sup> using student and parent or family contact information provided by more than 1,200 local education agencies (LEAs).

The Texas Education Agency (TEA) partners with Sam Houston State University's Garrett Center on Transition and Disability Services (the Garrett Center) to annually disseminate and collect responses to a Post School Outcomes Survey (PSOS) used for reporting SPPI 14. Beginning in 2021-22, the Garrett Center contracted with Gibson Consulting Group, Inc. (Gibson) to support the SPPI 14 data collection, analysis, and reporting needs for the State of Texas. This report summarizes the Texas approach to administering the SPPI 14 survey, including survey design, data collection, response rates, and SPPI 14 results. Awkward sentence structure. This report also details results from survey questions not used in the SPPI 14 calculations, but which are intended to gather additional feedback for LEAs to use to make targeted, informed improvements.

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<sup>1</sup> Prior to 2020-21, Texas surveyed a sample of approximately 10,000 to 15,000 exiters.

## Survey Design

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The SPPI 14 survey itself has remained mostly unchanged over the past several years, though methods of outreach have shifted modestly given changes in technology. For the 2020-21 administration, the research team reviewed SPPI 14 surveys previously used by Texas, federal requirements, and other states' survey instruments and made a few small improvements to the questions. These improvements included refining question wording, improving programmable skip logic, deleting some questions, and adding some that might benefit LEAs above and beyond SPPI 14. For the 2021-22 administration, the research team refined answer options for a few questions based on 2020-21 responses and clarified a few questions not used in the calculation of the indicator about high school services. A copy of the complete 2021-22 SPPI 14 survey is included in Appendix A.

## Survey Administration

### Identifying the Population

TEA provided contact information for the state's more than 30,000 students who were in grades 9-12 during the 2020-21 school year, had an IEP, and who exited the public school system during the 2020-21 school year and did not return (to the same or different Texas public school during the same year). The contact information database was populated by LEAs during the fall of 2021 and contained an email address, phone number, and home address for each student and at least one parent/guardian.

Each exiting student potentially had up to nine distinct contact methods (phone number, email address, and mailing address for the student, a parent, and another contact). However, these elements were often missing, duplicated, or otherwise unusable. For example, most student email addresses (80%) were LEA-issued,<sup>2</sup> which were likely to be discontinued or unused as students had exited the LEA over one year prior. Across all contact fields, the dataset included 49,345 phone numbers and 61,523 email addresses.

**Table 1. Contact Records**

Contact Person	Phone Numbers	Email Addresses	Mailing Addresses
Student	6,246	29,493	4,758
Parent or family member	33,686	25,276	34,616
Other	9,413	6,754	4,335
<b>Total</b>	<b>49,345</b>	<b>61,523</b>	<b>43,709</b>

Source: Gibson Consulting Group, Inc.

### Data Collection Methods

The research team assigned a unique identification number (ID) to every student in the database to help ensure non-duplicate submissions. If a participant responded to a hyperlink in an email, text message, or paper survey, those hyperlinks were embedded with the unique ID. If a participant responded over the phone, the interviewer recorded the unique ID from the database after identifying the individual respondent. If a participant responded to the general-use website ([www.TxExit.com](http://www.TxExit.com)) – being directed there by their school, hearing about the survey through word of mouth, seeing a social media post, or receiving a postcard – they were directed to contact the support line to obtain an ID code.

Researchers ultimately sent email invitations to almost 58,000 contacts, text messages to 42,000 contacts, and postcards to over 29,000 contacts, and made over 15,000 phone calls (Table 2). Emails and text messages included the initial invitation and multiple reminders. Additional information about the scale and reach of these efforts is included in Table 2, which shows the unique number of contacts, the total number of contact attempts, and the total number of students represented for each method. Across

<sup>2</sup> The research team categorized emails as “LEA-issued” if domain names included the name of the independent school district (ISD), “student,” or “school” in the domain (e.g., studentname@student.aisd.net).

all contact methods, including reminders, the research team made over 496,000 attempts to invite or remind survey participants, an average of 14.3 attempts per exited student.

**Table 2. Survey Invitation Method and Reach**

Outreach Method	Distinct Contacts Across all Students	Total Contact Attempts	Students Represented
Email	57,944	284,008	33,302
Text Message	42,013	167,119	32,442
Post Cards	29,310	29,848	29,848
Phone Call	15,558	15,559	15,547

Source. Gibson Consulting Group, Inc.

## Data Analysis

### Data Preparation

The research team conducted a rigorous cleaning and diagnostics of submitted survey data before beginning analysis. A first check identified whether multiple surveys were submitted for the same student (e.g., if both a student and a parent completed a survey representing the same student). In cases where there were multiple responses for a given student, the analyst retained the most complete version. Data cleaning included checking skip patterns and using survey metadata to ascertain whether responses for multiple students were completed by the same device, presumably by the same person. The research team also closely reviewed and coded “other” response options, recoding available categories when appropriate. For “select all that apply” questions, analysts created a “none of the above” category for respondents who did not select any of the presented options.

### Response Rates

The research team invited responses from 34,796 students across the state. These exited students were distributed across 1,000+ LEAs in an unbalanced manner, with 20 of the state’s largest LEAs accounting for more than one-quarter (28%) of exited students. In contrast, 734 of the state’s smallest LEAs accounted for just 13% of exited students.

A total of 8,300 of 34,796 students in the exited student dataset submitted a survey response for a statewide response rate of 23.9%. This represents an increase of two percentage points from the 2020-21 survey administration (21.8%). Across LEAs, response rates ranged from 0% (236 LEAs) to 100% (30 LEAs). Texas’ LEAs are divided into 20 regions that are supported by Education Service Centers (ESCs), and response rates by ESC ranged from a low of 18% to a high of 27%.

The research team examined response rate data by outreach modality to explore the effectiveness of various methods to inform future survey data collections. The research team used the respondent’s answer to a question asking what prompted them to complete the survey (from Table 2). For those who did not answer that question, the research team used metadata captured by the survey platform to categorize a response as coming via email, text message, or phone call. Table 3 displays the total number of surveys completed, the proportion of total responses accounted for, and a response rate calculation for each modality. It is important to note that respondents could indicate that multiple modalities prompted their response to the survey and overlapping outreach was likely since an individual may have been contacted in various ways, including via text, email, phone, and mail.

**Table 3. Response Rate by Modality**

Outreach Modality	Total Completed	Proportion of Total Completes	Total Unique Students Contacted	Response Rate by Modality
Text Message	3,825	46.1%	32,442	11.8%
Email	3,803	45.8%	33,302	11.4%



Outreach Modality	Total Completed	Proportion of Total Completes	Total Unique Students Contacted	Response Rate by Modality
Phone Call	877	10.6%	15,528	5.6%
Postcard	276	3.3%	29,848	0.9%
Other/Unknown	199	2.4%	N/A	N/A
Word of Mouth	23	0.3%	N/A	N/A
Former School	22	0.3%	N/A	N/A
Social Media	11	0.1%	N/A	N/A

Source. Gibson Consulting Group, Inc.

Over three-quarters of survey respondents (79%) identified themselves as the parent or family member of the exited student and 21% identified as the student.

## Representativeness of Responding Sample

Prior to examining results, it is first important to consider the composition of the group of respondents who are contributing data to the resulting estimates. It is possible that the responding group is not representative of the population, and therefore the resulting estimate might be biased in one direction or another. For example, maybe only female students responded, while female students make up 50% of the population, or maybe only students with learning disabilities responded, while these students make up only 49% of the population of exiting students with an IEP. It is important to interpret results carefully, paying attention to the composition of the respondents that contributed to the final results.<sup>3</sup> Such understanding can also inform future year outreach to attempt to obtain the most representative sample possible and to reach out to groups that may be less likely to respond. It is only possible to examine representativeness for known characteristics, which in this case includes gender, race/ethnicity, and primary disability.

Examining gender, the population of exiters in the 2020-21 school year was 64% male and 36% female. The respondent group was proportionate to this composition and mirrored those statistics (Table 4). By race/ethnicity, the responding sample was under-representative of Hispanic students (by 5.2 percentage points) and over-representative of White students (by 4.2 percentage points). All other race/ethnicities were represented within one percentage point of their prevalence in the population of exiters. Most disability categories were represented in the respondent sample at similar rates of their prevalence in the population, with two exceptions: students with Autism were over-represented in the survey sample (by 5.1 percentage points) and students with a learning disability were under-represented in the survey sample (by 6.3 percentage points).

**Table 4. Representativeness of Responding Sample, by Demographic Characteristics**

<sup>3</sup> Statistical re-weighting strategies can be used to adjust for non-representativeness on observed variables but are not applied here.

Characteristic	Population	Responding Sample	Difference (percentage points)
Gender			
Female	35.7%	34.6%	-1.1 pp
Male	64.3%	65.4%	+1.1 pp
Race/Ethnicity			
American Indian/Alaska Native	0.4%	0.4%	<1 pp
Asian	1.7%	2.6%	<1 pp
Black or African American	18.8%	18.6%	<1 pp
Hispanic	49.0%	43.8%	-5.2 pp
Pacific Islander/Native Hawaiian	0.3%	0.3%	--
White	25.4%	29.6%	+4.2 pp
Two or more races	4.4%	4.8%	<1 pp
Primary Disability			
Auditory Impairment	1.3%	1.8%	<1 pp
Autism	11.7%	16.7%	+5.1 pp
Deaf-Blind	0.1%	0.1%	--
Emotional Disturbance	9.1%	8.0%	-1.1 pp
Intellectual Disability	12.8%	12.7%	<1 pp
Learning Disability	46.4%	40.1%	-6.3 pp
Orthopedic Impairment	0.6%	0.6%	<1 pp
Other Health Impairment	16.0%	17.6%	+1.6 pp
Speech Impairment	0.9%	0.9%	--
Traumatic Brain Injury	0.4%	0.4%	<1 pp
Visual Impairment	0.8%	1.0%	< 1 pp

Source. Gibson Consulting Group, Inc.

## Calculations and Descriptive Analyses

To calculate SPPI 14, the research team first categorized respondents into mutually exclusive groups based on their answers to a combination of survey questions. These groupings were then used to calculate each of the SPPI 14 measures A through C. The exclusive categories are defined below.

- Category 1 (Higher Education): A student was assigned to Category 1 if they responded that over the past year they were enrolled in a two-year or four-year college or university for at least one complete term.

- Category 2 (Competitively Employed): A student was assigned to Category 2 if they were *not* in Category 1 but over the past year:
  - they worked for a minimum of three months,
  - for 20 hours or more per week,
  - were paid at least minimum wage,
  - and their employer was a company or business with people with and without disabilities,
    - or they were in the military,
    - or in supported employment.
- Category 3 (Other Education): A student was assigned to Category 3 if they were *not* in Categories 1 or 2 but they were enrolled in school, job training, or continuing education that was not a two-year or four-year college or university, and completed at least one term including:
  - a high school completion program,
  - a short-term education program,
  - a vocational technical school,
  - a religious or church mission,
  - or a volunteer or community service training program.
- Category 4 (Other Employment): A student was assigned to Category 4 if they were *not* in Categories 1 through 3, but they worked for at least three months in sheltered employment or a family business, were self-employed, or were employed while in jail or prison, or if they fit the definition of competitive employment from Category 2 but worked fewer than 20 hours per week or were paid less than minimum wage.
- Category 5: Any respondent who did not fit into one of the four above categories was placed in Category 5.

The three SPPI 14 measures are cumulative (Figure 1): SPPI 14A is the percentage of respondents who are enrolled in higher education (number in Category 1/total respondents). SPPI 14B is the percentage of respondents who are in higher education *or* competitively employed ( $[\text{Category 1} + \text{Category 2}]/\text{total respondents}$ ). SPPI 14C is the percentage of respondents who are enrolled in higher education or competitively employed or in the other education or other employment groups ( $[\text{Category 1} + \text{Category 2} + \text{Category 3} + \text{Category 4}]/\text{total respondents}$ ).

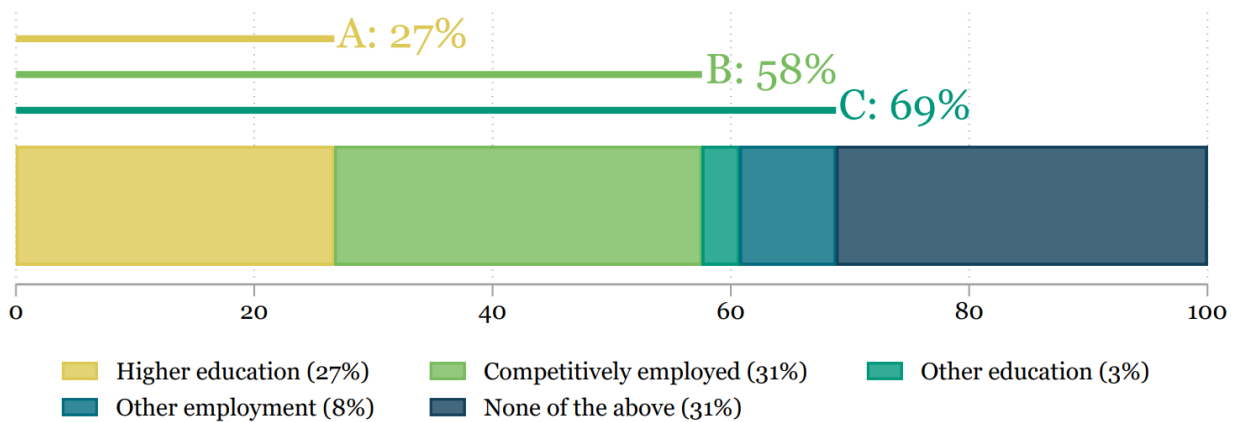
For the remaining questions not used in SPPI reporting, we present the frequency of each response category across all respondents and disaggregated by student characteristics of interest.

## Results

### State Performance Plan Indicator 14

Among responding exited students (last enrolled in a Texas public school and had an IEP in place during the 2020-21 school year), 27% were enrolled in higher education (SPPI 14A), 58% were enrolled in higher education or competitively employed (SPPI 14B), and 69% were either enrolled in higher education, enrolled in some other education program for at least three months, competitively employed, or identified by another employment category one year later (SPPI 14C; Figure 1).

**Figure 1. SPPI 14 Results for 2022**



Source. Gibson Consulting Group, Inc.

Table 5 shows SPPI 14 results from 2022 along with results from the past two years. All SPPI 14 measures have grown over the last three years, with the highest results reported in 2021-22. Measure A has increased three to four percentage points each year from 20% in 2019-20 to 27% in 2021-22. Measure B has increased from 51% in 2019-20 to 53% in 2020-21 and 58% in 2021-22. Measure C was mostly stable for two years, increasing only from 64% to 65% through 2020-21 and then increasing four percentage points in 2021-22 to 69%.

**Table 5. SPPI 14 Results for Last Three Years**

	Measure 14A	Measure 14B	Measure 14C
2021-22	27%	58%	69%
2020-21	24%	53%	65%
2019-20*	20%	51%	64%

\*In 2020, the survey was administered primarily by phone. Starting in 2020-21, exiters were contacted via a variety of modalities, including text, phone, postcard, etc. The increased variety of methods used to contact exiters may have impacted who completed the survey and resulted in a population of respondents that is different from respondents in 2019-20.

Source. Gibson Consulting Group, Inc.

## Additional Survey Questions

The following sections present descriptive statistics from questions in the survey that may be particularly useful for LEAs to make data-informed decisions, target improvement efforts, or share successes, but that are not required for SPPI 14.

### Continuity of Services

If students reported that they were enrolled in a two-year or four-year college or university during the last year, the survey questioned if they had contacted an Office for Disability Services (ODS) and if so, what supports or accommodations they received during the year. Of the 2,702 students who reported that they were enrolled in a two-year or four-year college or university at some time over the past year (33% of the total responding sample), 1,143 (43%) reported contacting an ODS, which is four percentage points higher than the previous year.<sup>4</sup>

Across 2,702 students who exited high school with an IEP in place and who were enrolled in a two-year or four-year college one year later, slightly more than one-third (36%) received a service from an ODS. Table 6 (Column A) shows the percent of those who reached out to an ODS, and who reported receiving any of the presented accommodations or supports during the year. Over half of respondents who reached out to the ODS services reported receiving additional time for assignments (60%), and 45% reported having access to class notes or a note taker. Forty percent, or two in five students, received test accommodations, approximately one-third (32%) reported receiving tutoring support, and just under one in five (19%) reported receiving preferential seating. Sixteen percent indicated that they contacted an ODS but no services had been provided, or they did not select any of the accommodations presented.

**Table 6. Disability Services Received Among Students Enrolled in a Two-Year or Four-Year College**

	(A) Respondents who contacted an ODS (n = 1,143)	(B) Respondents regardless of whether contacted ODS (n = 2,702)
Additional time for assignments	60%	25%
Access to class notes, note-taker	45%	19%
Test accommodations	40%	17%
Tutoring	32%	13%
Preferential seating	19%	8%
Assistive technology	16%	7%

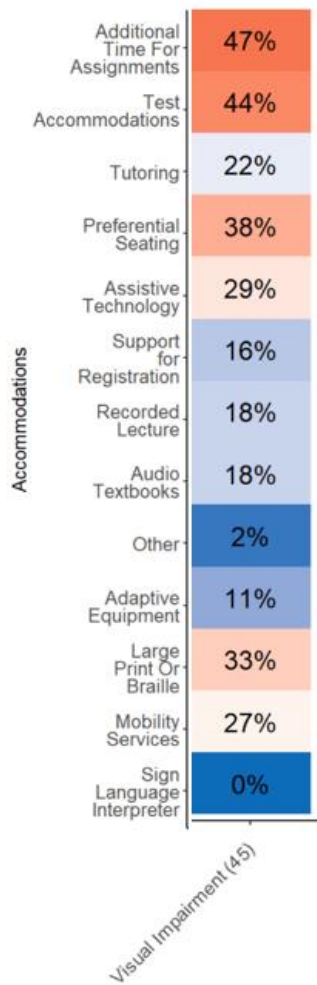
<sup>4</sup> This percentage does not include the 45 respondents who reported attending a two- or four-year college but did not answer the question about contacting an ODS Services.

	(A) Respondents who contacted an ODS (n = 1,143)	(B) Respondents regardless of whether contacted ODS (n = 2,702)
No supports or accommodations received	16%	7%
Support for registration; services; personal assistant	16%	7%
Recorded lecture	14%	6%
Audio textbooks	9%	4%
Adaptive equipment	4%	2%
Large print or braille	2%	1%
Orientation and mobility services for students with visual impairments	2%	0.7%
Sign language interpreter	1%	0.6%

Source. Gibson Consulting Group, Inc.

When considering the same services across all exiters who attended a two-year or four-year college and not just those who reached out to the ODS, the percentage of students who received any service at all was substantially lower (Table 6, Column B). For example, while 60% of respondents who contacted the ODS reported receiving additional time for assignments (Column A), only 25% of all responding students attending these institutions reported receiving additional time for assignments (Column B).

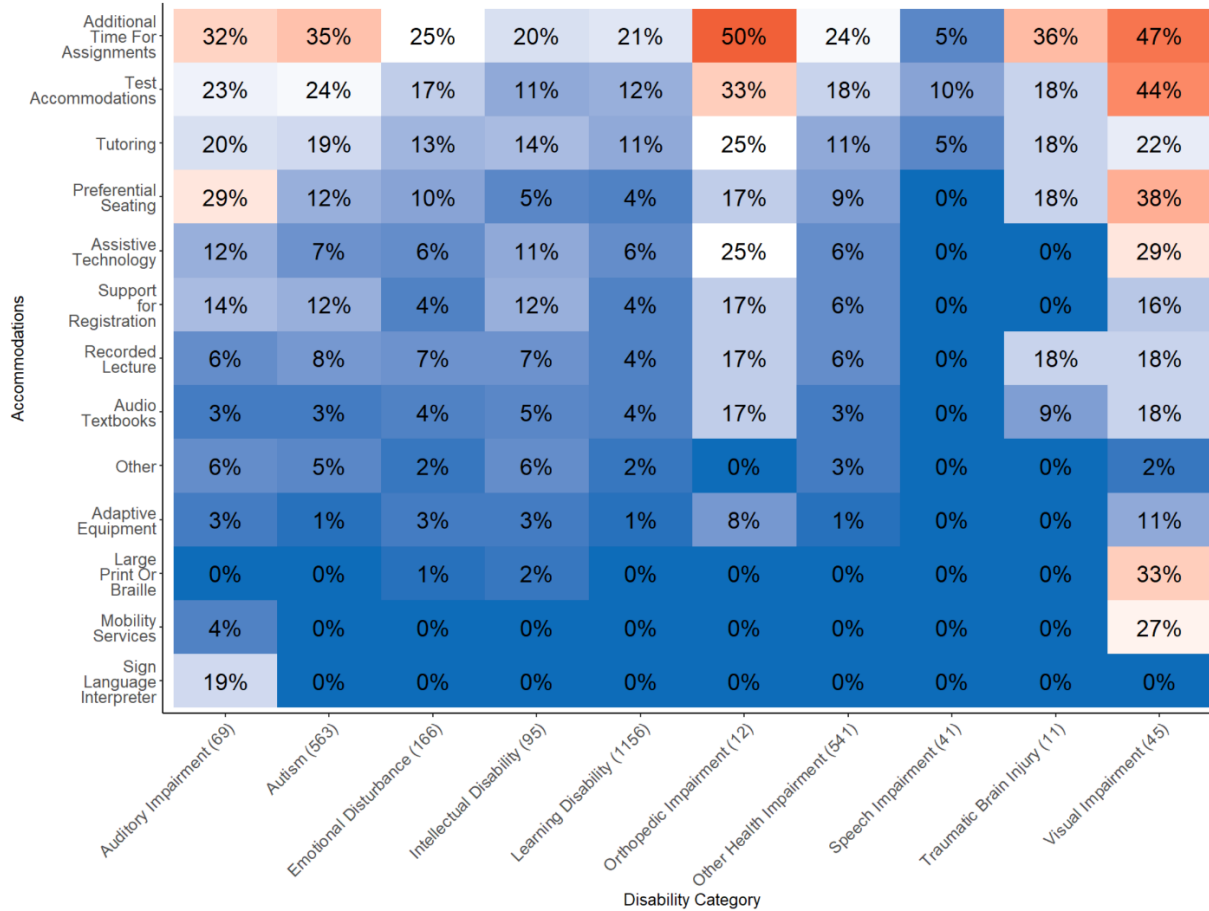
While the descriptive statistics presented above are informative about the overall frequency with which students who leave high school with an IEP receive accommodations or other services in post-secondary institutions, a more nuanced picture considers the student's primary disability – as not all services are needed or appropriate for all students. This is useful when trying to understand whether students with specific needs are having those needs met or for better understanding which students are accessing the services they need at higher numbers. For example, Figure 2 shows the frequency of each service received only for exiters with visual impairment. Cells are shaded darker orange as the frequency increases, and darker blue as the frequency decreases. Among the 45 respondents who reported being enrolled in a two-year or four-year college and whose primary disability on their IEP was visual impairment, almost half (47%) reported receiving additional time for assignments (darkest orange) while 16% reported receiving support for registration. About one-third received large print or braille materials or assistive technology. In contrast, none of these students reported receiving sign language interpretation, which is not a typical accommodation for students with visual impairment.

**Figure 2. Disability Services by Primary Disability: Visual Impairment**

Source. Gibson Consulting Group, Inc.

Figure 3 combines this information for all disability types. One example of how this information may be useful is that exiters with auditory impairments, orthopedic impairment, traumatic brain injury, and visual impairment reported receiving various services at greater rates than those identified by other primary disabilities on their IEP. While on average 25% of respondents reported receiving additional time for assignments, the percentage was higher for respondents in these four categories (32%, 50%, 36%, and 47%, respectively), and much lower for respondents with other primary disabilities, such as speech impairment (5%), learning disabilities (21%) and intellectual disabilities (20%). Another example of the utility of this data disaggregation is while large print or braille was reported by only 1% of two-year or four-year college enrollees, it was reported by one-third of those with a visual impairment, the subgroup of exiters who most need that service.

**Figure 3. Accommodations by Primary Disability Category**



Note. Results for the Deaf-Blind disability category are suppressed because fewer than five individuals responded.  
 Source. Gibson Consulting Group, Inc.

## Quality of Supports and Services

Respondents were asked to grade their high school for how well it prepared them for employment or postsecondary education using the standard academic grading scale of A through F. Results varied widely, as approximately one-quarter of respondents each gave their school an A (27%), B (29%), or C (24%), while the remaining 20% assigned a failing grade of D or F (Table 7). When examined by SPPI 14 categorizations, ratings were similarly spread across the grade spectrum. One exception to this pattern was for those respondents not engaged in employment or education of any type. These exiters gave their schools a grade of A at a lower rate (24% compared to 27% to 31% in other categories) and graded their schools with a D or F at a higher rate (30% compared to 11% to 20% in other postsecondary status categories). Respondents engaged in higher education were generally more positive about their high school than those competitively employed, but ratings were otherwise consistent across SPPI 14 categorizations.



**Table 7. Grade Score of High School Overall and by SPPI 14 Category**

	A	B	C	D	F
Overall (n = 7,699)	27%	29%	24%	10%	10%
Higher Education (n = 2,141)	30%	38%	21%	7%	4%
Competitively Employed (n = 2,443)	27%	30%	25%	9%	9%
Other Education (n = 251)	31%	28%	24%	10%	6%
Other Employment (n = 629)	29%	28%	23%	12%	8%
None of the Above (n = 2,235)	24%	21%	25%	13%	17%

Source. Gibson Consulting Group, Inc.

If exiters reported that they had ever worked since leaving high school (for any length of time, at any rate of pay), we asked whether any individuals or organizations helped them obtain that job. Response options presented included their former school, a family member (e.g., parent, sibling), a friend, a state agency, a community organization, or none of the above. Respondents could only select one answer. Of the 5,094 exiters reporting that they had a job in the past year and who answered the question, almost half (40%) responded that no individual or organization helped them get their job (Table 8). Slightly more than one-third reported that a family member helped them get the job, and 11% reported that a friend had helped. Fewer respondents reported assistance from state agencies, their former school, or community organizations (Table 8). There was little meaningful variation in responses when examined by the respondents' primary disability or other student-level characteristics.

**Table 8. Support Obtaining Job**

	Percent of total with a job (n = 5,094)
None – I got the job myself	40%
Parent, sibling, or other family member	34%
Friend	11%
State agency (e.g., Texas Workforce Commission (TWC), Vocational Rehabilitation, Workforce Solutions)	6%
Former school or district	5%
Military recruiter	1%
Temp agency	1%
Other	1%
Mentor	<1%
Community organization (such as Goodwill, Catholic Charities)	<1%

Source. Gibson Consulting Group, Inc.

Respondents also reported which aspects of the high school experience were most helpful in preparing them for employment after high school. Respondents could select multiple options, which included academic classes, career and technical education classes, or volunteer work, among others. Table 9 displays the frequency with which respondents reported these aspects of high school being most helpful. The most common response to this question was that high school was not helpful in preparing them for employment (28%). Among those who selected at least one helpful element, approximately one-quarter of respondents (27%) indicated that core academic classes were the most helpful – courses such as math, English language arts, and science. Twenty-one percent reported that specific individuals in the school were most helpful, while twenty percent reported career and technical education classes were most helpful. Other elements of the high school experience were less commonly selected, including volunteer work or paid work experience, though it is unknown what percent of students *had* volunteer or paid work experiences.

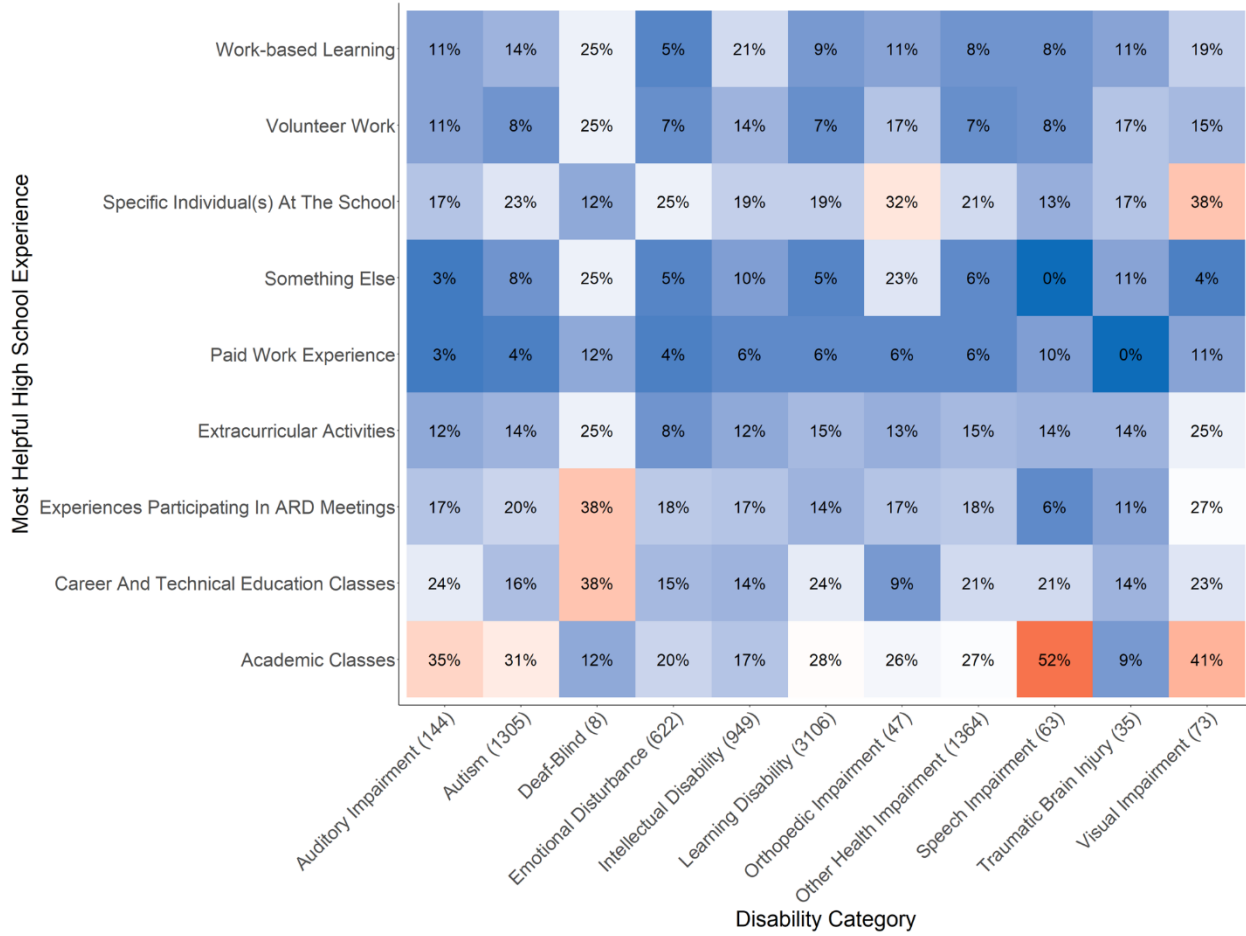
**Table 9. Helpful High School Experiences in Preparing for Employment After High School**

	Percent of those selecting at least one (n= 7,716)
High school was not helpful	28.4%
Academic classes	26.6%
Specific individual(s) at the school	20.6%
Career and Technical Education classes	19.9%
Experiences participating in admission, review, and dismissal (ARD) committee meetings	16.7%
Extracurricular activities	14.0%
Work-based learning	11.1%
Volunteer work	8.1%
Paid work experience	5.6%

Source. Gibson Consulting Group, Inc.

Figure 4 displays frequency information by primary disability. Across disability categories, help from a specific individual at the school and academic classes were the most common resources cited by respondents. Academic classes were selected most often by those with a speech impairment (52%) or visual impairment (41%), and least often by those with traumatic brain injury (9%). Respondents who were deaf-blind and those with a visual impairment cited receiving support from a variety of resources, more so than those with other disabilities.

**Figure 4. Helpful High School Experience by Disability Type**



Source. Gibson Consulting Group, Inc.

Respondents also answered whether their high school connected them to any agencies during or after high school. Table 10 shows that slightly more than one-third of respondents (35%) were connected with at least one agency, the most common being the TWC (27%). Less than 5% reported being connected to any of the other agencies listed.

**Table 10. Connections Between Students and Agencies Providing Supports**

	Percent of respondents connected with agency
Texas Workforce Commission	27.1%
Mental Health Services	4.1%
Social Security Administration	3.4%
Community Care Services	2.8%
Health Services	2.4%

	Percent of respondents connected with agency
Deaf and Hard of Hearing Services	1.2%
Blind and Visually Impaired Services	1.1%
Local Intellectual and Developmental Disability Authorities	1.1%
Did Not Need/Already Connected on Own	0.7%
Adult Protective Services	0.6%
Provided List of Services	0.2%

Note. These calculations are based on responses from 7,713 respondents who viewed the survey question.

Source. Gibson Consulting Group, Inc.

These results varied considerably when considering the respondent's disability type. Table 11 presents the percentage of respondents with each type of disability that indicated they were connected with the TWC.<sup>5</sup> Those with visual impairments were most often connected with the TWC (69%), while only 11% of those with speech impairments were connected with the agency. The percentage for most disability categories varied between 25% and 50%.

**Table 11. Connections Between Students and Agencies, by Disability Type**

	Percent of respondents connected with TWC*
Visual Impairment (n = 74)	68.9%
Traumatic Brain Injury (n = 34)	47.1%
Auditory Impairment (n = 146)	43.8%
Orthopedic Impairment (n = 46)	43.5%
Autism (n = 1,313)	42.3%
Intellectual Disability (n = 957)	37.3%
Deaf-Blind (n = 8)	25.0%
Other Health Impairment (n = 1,360)	24.5%
Emotional Disturbance (n = 618)	23.8%
Learning Disability (n = 3,092)	17.3%
Speech Impairment (n = 65)	10.8%

\*These calculations are based on responses from 7,713 respondents who viewed the survey question.

Source. Gibson Consulting Group, Inc.

<sup>5</sup> Students were not connected with other agencies frequently enough for disaggregation to be informative.

## Discussion and Suggestions for Future Years

### Key Results and Recommendations

Over the last three years there has been a consistent increase in the number of responding exiters who reported being enrolled in higher education, increasing from 20% in 2019-20 to 27% in 2021-22. Among this group of exiters enrolled in postsecondary education, the percent who contacted an ODS to receive accommodations increased from 2019-20 (39%) to 2020-21 (43%). Recommendations suggested by the data analysis follow.

#### Increase marketing and avenues for accessing services through the ODS.

Despite the increase in the percentage of respondents attending higher education and contacting the ODS, a substantial number of students who had an IEP in high school still are not utilizing resources offered by the ODS when they enroll in college or university. Over half of exiting students (57%) who reported attending higher education did not contact the ODS, and over one-third reported they did not know about it (38%). Since students need to work with an ODS to receive accommodations, this high percentage of students reporting not knowing about the ODS or not reaching out to the ODS suggests a valuable resource is being under-utilized by students who might benefit.

There is room to better advertise and utilize the ODS. Increased information provided during high school along with increased marketing during college visits, orientation, etc. may increase the likelihood of students being aware of the services. Additionally, some students may choose not to reach out to the ODS due to fear of stigma or confusion regarding requirements and documentation for attaining services and accommodations.<sup>6</sup> High schools can consider additional methods to inform students of the process and procedures for maximizing the ODS while they are attending institutes of higher education.

#### Provide targeted postsecondary assistance to students in high school.

There was variability in the ways that exited students with different disabilities and with different postsecondary paths responded to the question about helpful high school experiences. Exited students with speech, visual, or auditory impairment were most likely to report that academic classes were considered helpful (one-third to one-half of each of these groups) while a lower proportion of students with traumatic brain injury (9%), intellectual disability (17%), and emotional disturbance (20%) found academic classes helpful. Overall, 28% of respondents indicated that high school was not helpful in preparing them for future employment, while 5% of responding exited students who reported some type of employment over

<sup>6</sup> Grimes, Susan, Erica Southgate, Jill Scevak, and Rachel Buchanan. "University Student Experiences of Disability and the Influence of Stigma on Institutional Non-Disclosure and Learning." *Journal of Postsecondary Education and Disability* 33, no. 1 (2020): 23-37.

Marshak, Laura, Todd Van Wieren, Dianne Raeke Ferrell, Lindsay Swiss, and Catherine Dugan. "Exploring barriers to college student use of disability services and accommodations." *Journal of Postsecondary Education and disability* 22, no. 3 (2010): 151-165.

the past year indicated that their school helped them to get their current job (when allowed to select only one option).

As almost one in three respondents noted that they did not find high school helpful in preparing them for higher education or employment, this is a key area of improvement for Texas high schools. High schools may consider providing more expansive or more targeted support to currently enrolled students in similar categories as those respondents who assigned lower grades to their high school or who were more likely to report not having received support in high school. High schools should evaluate which programs they provide and assess whether those programs align with the strengths and needs of their students.

### Facilitate connections between students and agencies.

Approximately 35% of respondents indicated that their high school put them in touch with an agency that could provide services beyond high school (e.g., Community Care Services, Health Services, Social Security Administration), and most of these were references to the TWC (27%). The proportion of students directed to the TWC varied considerably by a student's type of disability, ranging from 11% (speech impairment) to 70% (visual impairment). While these differences likely reflect differential need on the part of students, there is likely room to increase the proportion of students who are connected to agencies to help them beyond high school.

Schools should consider providing greater support and guidance during high school connecting students with external agencies that can support them after graduation. A primary goal of K-12 education is to provide students with the tools and resources they need to be successful as adults. Public schools are required by federal and state statutes to connect students with disabilities to governmental agencies for services or public benefits. By supporting students in building connections, familiarity, and comfort with external agencies and services, high schools can help students be successful in the long term.

### Recommendations for Survey Administration

Although this year's survey administration saw an increased response rate, there are always potential improvements to the survey administration process. There are many challenges to successfully administering statewide, post-school surveys, particularly related to attaining high response rates. Challenges included poor quality or out-of-date contact information for exited students, lack of awareness of the survey among families, lack of trust in the source of the survey invitation, and lack of integration with other extant data sources (e.g., post-secondary enrollment, workforce records) to track exited students' postsecondary outcomes outside of a survey response.

The quality of contact information did not improve between the 2020-21 and 2021-22 school years since most messaging to districts on the subject occurred too late to expect improvement for the 2021-22 administration. Emails bounced at higher rates than typically observed, most student email addresses were LEA-assigned, and initial return rates were lower than on comparable surveys that the Gibson research team administers in Texas. Though the team sent postcards to close to 30,000 addresses, fewer than three percent of respondents indicated that the postcard motivated them to complete a survey. In sum, the target population for the survey remains difficult to reach. Given these challenges, the research team expended much effort to obtain the response rate observed and reported above. Repeated

reminders have frustrated some in the targeted population; approximately 6,500 people clicked on the “opt-out” option in an email or text message.

One key strategy for improving the quality of contact information is educating the target population about the surveys' existence *before they leave school*. If high school students and their families are educated about the upcoming survey, how it will be administered, and the importance of the survey, that may make them more likely to participate. Any efforts that can be made to ensure accurate contact information and a more informed audience will likely increase the response rate and, in turn, the usefulness of this report. While the current response rate is more than adequate for statewide estimates, not all LEAs receive a sufficient number of responses to provide reliable estimates. Efforts to expand the number of LEAs meeting the minimum number of responses to receive a results report should continue in future years.

## Appendix A. Texas Post-School Outcomes Survey

Can you believe it's already been a year since you left high school? The Texas Education Agency is asking for your help. They want to learn about what you are doing now, and about how well you think high school prepared you for what you are doing now.

*If you are a parent of a student who has received this survey, you may help your child complete it or fill it out on their behalf.*

Please click the button below to begin the survey.

### **PART A: CONTINUING EDUCATION AND TRAINING**

Q1. At any time since leaving high school, have you ever enrolled in any school, job training, or education program?

- Yes
- No

*Display q1a-q1b if Q1 = yes*

q1a Describe the kind of school, job training, or education program you attended? *(Select all that apply)*

- A 2-year community college
- A 4-year college or university
- A high school completion program (such as a GED or Adult Basic Education program)
- A short-term education or employment training program (such Job Corps or an apprenticeship)
- A vocational technical school (such as barber/cosmetology school, a trade school, etc.)
- A religious or church sponsored mission
- Military training
- Volunteer/community service training (such as The Peace Corps, Vista, AmeriCorps)
- Other (include name or description) \_\_\_\_\_

q1b Did you complete a full term (the term can be any length such as a quarter, a semester, inter-session, summer session, or program)?

- Yes
- No

*Display This Question if q1a = 2-year community college or 4 year college or university:*

q1c Did you contact an Office of Disability Services at your 2- or 4 -year college or university?

- No - I did not know about an office like this
- No - I knew about an office like this, but did not contact them
- Yes - I did contact an office like this



*Display This Question if Q1c = Yes – I did contact an office like this:*

q1d What supports or accommodations did you receive through this office? (select all that apply)

- Access to class notes, note-taker, or note-taking assistance
- Adaptive equipment (such as a wheelchair, walker, or communication device)
- Additional time for assignments
- Assistive technology (such as speech-to-text or text-to-speech applications, calculator, CART services)
- Preferential seating
- Large print or braille
- Orientation and mobility services for students with visual impairments
- Sign language interpreter
- Disability coordinator, support for accessing services, finding a personal assistant, registration/scheduling
- Recorded lecture
- Audio textbooks
- Test accommodations (such as oral tests, extended time to complete test, use of testing center)
- Tutoring
- Other (please specify) \_\_\_\_\_
- No supports or accommodations received

### **PART B: EMPLOYMENT**

Q2. At any time since leaving high school, have you ever worked?

- Yes
- No

*Display questions 2a – 2e if Q2 = Yes*

q2a Did you work for at least a total of 3 months (about 90 days)? (NOTE: This does not need to be 90 days in a row.)

- Yes
- No

q2b Did you work an average of 20 or more hours per week (or at least half time of a 40 hour week)? (NOTE: It is okay if the hours varied from week to week)

- Yes
- No

q2c Were you paid at least minimum wage? (NOTE: Minimum wage in Texas is currently \$7.25 per hour)

- Yes
- No

q2d Select the job that describes where you spent the most time:

- In a company, business, or service with people with and without disabilities (e.g., restaurant, retail store, childcare, construction, Amazon, supermarket, professional office, etc.)
- In the military
- In supported employment (paid work with services and wage support to the employer)
- Self-employed
- In a family business (e.g., farm, store, fishing, ranching, catering)
- In sheltered employment (where most workers have disabilities)
- Employed while in jail or prison.
- None of the above (Please describe your job):

\_\_\_\_\_

q2e Which of the following helped you get your current or most recent job, if any? (*Select only one.*)

- Former school or school district (e.g., a former teacher or school leader, job coach, counselor, case manager, etc.)
- Mother/Father, aunt/uncle, sibling, or other family member
- Friend
- State agency (such as the Texas Workforce Commission, Vocational Rehabilitation, Workforce Solutions, etc.)
- Community organization (such as Goodwill, Catholic Charities)
- Military recruiter
- Temp agency
- None - I got the job myself
- Other (please describe) \_\_\_\_\_

### **PART C: OTHER INFORMATION**

Q4. What grade would you give your high school for how well it prepared you for **employment or postsecondary education**?

- A
- B
- C
- D
- F

Q3. What parts of your high school experience were most helpful in preparing you for **employment** after high school? (*Select all that apply.*)

- Academic classes (core content areas like math, science, English)
- Career and Technical Education (CTE) classes, such as agriculture, computers, welding, EMT training, JROTC, etc.
- Work-based learning (such as job shadowing, internships, service learning)
- Volunteer work
- Extracurricular activities (such as sports, band, clubs, FFA, leadership)

- Students' experiences participating in ARD meetings
- Specific individual(s) at the school (like a mentor, coach, relationship with a particular teacher, etc.)
- Paid work experience
- Something else (please describe) \_\_\_\_\_
- None of the above/school did not prepare me for employment after high school

Q8 Did your high school connect you to any of the following agencies for support (while in high school or afterwards)? (Select all that apply.)

- Texas Workforce Commission (a.k.a. Texas Workforce Commission) - Vocational and Rehabilitative services (TWC - VR)
- Blind and Visually Impaired services
- Deaf and Hard of Hearing services
- Mental Health services
- Local IDD Authorities
- Adult Protective Services
- Community Care Services
- Health services
- Social Security Administration
- None of the above
- Other (please specify):

Q6. Which of the following best describes the person filling out this survey:

- I am the student who was sent the survey
- I am a family member of the student who was sent the survey

Q7. Which of the following motivated you to complete this survey:

- Email
- Text message
- Postcard
- Someone from my former school
- Word of mouth
- Phone call
- Social media
- Other (describe) \_\_\_\_\_