ND Transition Follow-up Project

2002 Student Exit Interview Data Report and 1999-2002 Exit Data Comparison Report

prepared by
Brent A. Askvig
Susie Mack
and M. Bryce Fifield

ND Center for Persons with Disabilities
a University Center of Excellence at
Minot State University

April, 2003
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Preparation of this report and the conduct of this research was supported by the ND Dept. of Public Instruction (DPI), Office of Special Education through a contract with NDCPD.

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Introduction

Over the past several years the special education field has begun to pay close attention to the outcomes of special education services. In fact, the U.S. Department of Education has established outcome standards in accordance with the Government Performance and Results Act (GPRA). These GPRA standards are used to measure the impact of Department of Education (including special education) services to children and youth throughout the country.

One area of study in special education has been that of the transition period for students with disabilities as they exit public schools. The Department of Education, Office of Special Education (OSEP) GPRA standards require the measurement of high school graduation rates, dropout rates, and student performance on state and local assessments (22nd Annual Report to Congress). To that end, this report assists North Dakota in meeting certain federal reporting requirements.

National data from 1994-1995 to 1997-1998 show that the percentage of students with disabilities graduating from high school with a standard diploma has risen slightly. However, barely one fourth (25.5%) of the students accomplish this. On the other hand, students with disabilities represent the largest group of students who drop out of high school.

These findings are important when paired with the research on school completers. Students who complete high school have a higher probability for employment and entry into post-secondary institutions. Also, these students earn higher wages than those who drop out of school (Wagner, Blackorby, Cameto, & Newman, 1993).

In 1998, staff from the North Dakota Department of Public Instruction (DPI) conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study is a longitudinal project that examines student status at exit from

high school, and then at one and three year intervals after school. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post high-school involvement in employment, living, and social arrangements. The two phases of the study are to gather school exit data from students with disabilities, and then gather follow-up data from these students and/or their families through telephone interviews. School personnel complete the exit interviews and NDCPD students and staff conduct the follow-up telephone interviews.

This report is a summary of the data and analyses of the 2002 exit interviews of North Dakota (ND) students with disabilities (see Appendix A for a copy of the exit data collection and code key sheets). Educators in 23 special education units collected the raw data across the state. This is the fourth cohort of a longitudinal, cross sectional study of special education students who leave the school system due to graduation, aging out of services, or dropping out. This report has two sections. First, we present the 2002 cohort data. Second, we compare the data across all four cohort groups, 1999 – 2002. In each case we attempt to draw comparisons and point out interesting features of the data in relation to previously published national school leavers' data. For a more in-depth analysis of ND trends, the reader is encouraged to compare these results to those presented in a companion report, the Follow-up Interview Data Report.

Section One
2002 Exit Interview Data

Data Collection Method

The data for this report were collected through a process established by DPI. Special education unit staff were supported by DPI to collect the information on students who were leaving school due to graduation, aging out of services, or who were dropping out of school. Written directions (see Appendix B) were provided to the staff regarding the data collection process. School staff were instructed to conduct personal interviews with each student who was exiting the program. Additional information was available in the student's school file or on the IEP. Data from all students in a school were collated and sent to DPI. In some situations, special education units had not completed the forms and NDCPD staff contacted those units to obtain the missing forms.

Once the data forms were obtained, all information was entered into two data files. The first data file contained the numerical responses to the demographic information and the 10 survey questions. Numerical codes were attached to maintain student confidentiality. The second file contained the open-ended responses to questions 3, 4 and 6. A summary of these comments can be found in Appendix C.

Results

Participating special education units. Twenty-three special education units participated in the 2002 exit interview process, resulting in 397 usable exit interviews. Numbers of students and percentages of the total response set are shown in Table 1.

Table 1
Student Numbers for Participating Special Education Units

Special Education Unit	No. Students	Percentage*
Bismarck	28	7.1%
Buffalo Valley	27	6.8%
Dickey-LaMoure	7	1.8%
Dickinson	17	4.3%
East Central	3	0.8%
Emmons	5	1.3%
Fargo	47	11.8%
Grand Forks	10	2.5%
Griggs-Steele-Traill	14	3.5%
Lake Region	26	6.5%
Lonetree	19	4.8%
Morton Sioux	16	4.0%
Northern Plains	8	2.0%
Oliver-Mercer	15	3.8%
Peace Garden	16	4.0%
Pembina	15	3.8%
Sheyenne Valley	14	3.5%
South Central Prairie	13	3.3%
Southwest	6	1.5%
Upper Valley	16	4.0%
Wahpeton	12	3.0%
West Fargo	17	4.3%
West River	17	4.3%
Wilmac	29	7.3%
Total	**397**	**100%**

** Percentage of 397 respondents, rounded to 1/10 of a percent.*

Student demographic data. There were 254 male (64.1%) and 141 female (35.5%) students in the 2002 cohort. Table 2 shows the racial background of the students. These data are similar to the percentages of students typically found in ND schools, except in two categories. The most recent ND data (DPI 2000-2001) show 88.6% of all public school students were white/Caucasian, while 8.5% were American Indian. Thus, it appears our sample over-represents the white general school population and is under-represented for American Indians.

Table 2
Racial Background of 2002 Exiters

Racial/Ethnic Group	Frequency	Percentage
White/Caucasian	368	92.7%
American Indian	18	4.5%
Hispanic	4	1.0%
Black/African American	0	0.0%
Asian/Pacific Islander	2	0.5%
Not Reported	0	0.0%

Table 3 shows the disability categories of the exiting students. The most frequently listed primary disability was, by far, specific learning disabilities followed by mental retardation and emotional disturbance. These three categories represent nearly 90% of all exiters reported in 2002.

Table 3
Disability Categories of Exiting Students

Category Label	Frequency	Percentage
Learning Disability	269	67.8%
Mental Retardation	48	12.1%
Emotional Disturbance	30	7.6%
Other Health Impaired	15	3.8%
Speech Impaired	19	4.8%
Autism	1	0.3%
Deafblind	0	0.0%
Orthopedically Impaired	2	0.5%
Hearing Impaired	2	0.5%
Deaf	1	0.3%
Traumatic Brain Injury	3	0.8%
Visually Impaired	4	1.0%
Not Reported	5	1.3%

Student IEPs. Two questions were asked regarding the exiting students' IEPs. The first question addressed whether or not the student's most recent IEP identified a career or post-school employment goal. Of the 397 respondents, 346 (87.2%) had such a goal, 45 (11.3%) did not, and 6 (1.5%) were not reported. Next, educators indicated the degree to which the exiters

participated in their most recent IEP meetings. These data are shown in Table 4. Most students attended their IEP meetings and participated in them.

Table 4
Degree of IEP Participation by Exiters

Participation Level	Frequency	Percentage
Attended and participated	325	81.9%
Attended but didn't participate	25	6.3%
Did not attend	45	11.3%
Not reported	2	0.5%

Post-school plans. The next two questions on the exit interview dealt with the students' post-school plans. In particular, we were interested in their employment and/or education plans, and their need for adult services or supports. Figure 1 shows the data on the exiting students' post-school employment/education plans. Most students indicated a desire for employment, followed by attending a vocational-technical school. There was additional interest in attending a university or a trade school. Note: students could choose more than one option for this question.

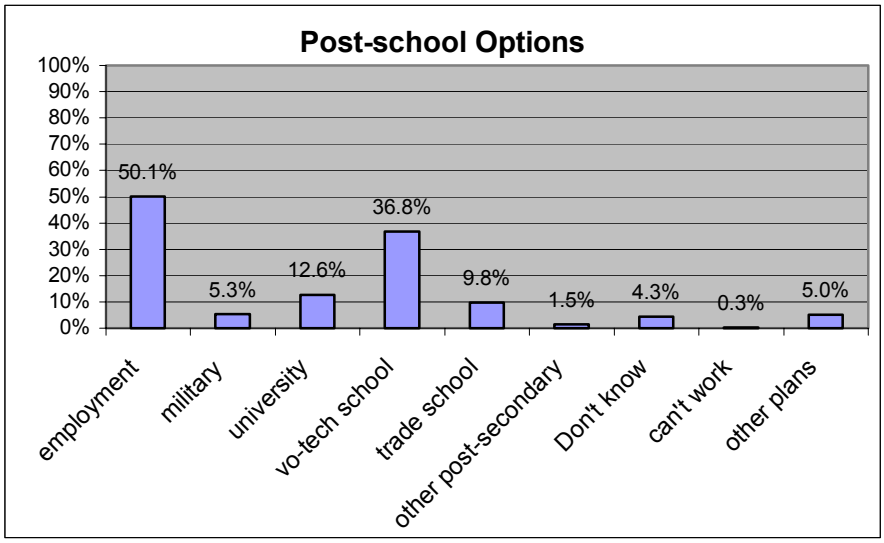

Figure 1. *Post-school option choices by students in 2002 cohort.*

The next item on the interview had the teacher and student identify all adult service providers who might assist the student after leaving school. These data are shown in Table 5. Nearly two thirds of the students indicated a possible future need for services from Vocational Rehabilitation and just under one third might need supports through a university's disability services office. Of particular note here is that over 20% of these students were not anticipating a need for any services after high school.

Table 5
Potential Post-school Adult Service Providers

Service Provider	Percentage
Vocational Rehabilitation	61.2%
University Disability Support	29.7%
Job Service	22.7%
Developmental Disabilities	9.8%
Social Security	6.0%
Adult Learning Center	2.0%
Other	5.3%
No Services Needed	21.7%

Note: These are percentages of the total number of cases in the cohort. Students could select more than one provider.

Reason for school exit. Figure 2 shows the breakdown of reasons for the students exiting school. For this cohort, 91.9% graduated from high school with a diploma, 2.0% graduated with a certificate of completion, 2.8% aged out, and 1.8% dropped out.

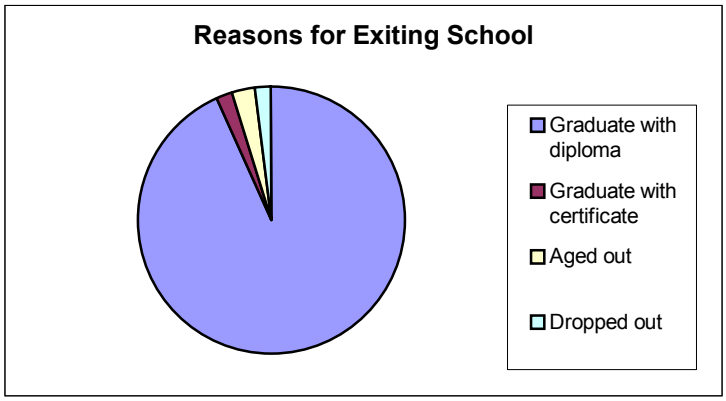

Figure 2. Reasons for exiting school for the 2002 cohort.

Occupational skill attainment. Item number 6 on the exit interview addressed the occupational skills that students attained during high school. Students could select more than one option here. Table 6 presents the data on skill attainment. Three fourths of the students indicated they attained employment skills, while a similar number said they took vocational courses that would be helpful. When asked to indicate more specifically what types of work skill instruction they gained in high school, more than half indicated they attained working in teams and computer literacy or keyboarding skills.

Table 6
Occupational Skills Attained in High School

Skill area	Percentage
Employment	75.8%
Vocational course	71.3%
Work skills	42.6%
Social skills	40.8%
Daily living skills	37.8%
Community access	30.7%
Computer literacy/keyboard	71.3%
Work in teams/groups	56.9%
Other	11.8%

Note: Percentages of total cases in the cohort. Students could select more than one response.

Satisfaction with programs. Students were asked three questions regarding their satisfaction with programs. The first question measured their satisfaction with the overall high school program, the next measured their vocational and transitional aspects of high school, and the final question measured their satisfaction with special education in high school. For each item, students rated their satisfaction from A – Great to F – Failing. The results are shown in Table 7.

Table 7
Satisfaction with Various High School Programs

Rating	Overall program	Voc/Trans	SPED
A	19.9%	30.2%	48.1%
B	36.5%	38.8%	34.5%
C	36.5%	24.9%	13.5%
D	2.8%	3.0%	0.8%
F	1.5%	0.3%	0.5%

Not reported = 2.8% for each question.

The data suggest a generally high rating for the vocational and special education programs, with a slightly lower rating for the overall high school experience. By converting the letter grade to numbers, a score similar to a school grade point average is obtained. Figure 3 shows the rating grade point averages for the three questions.

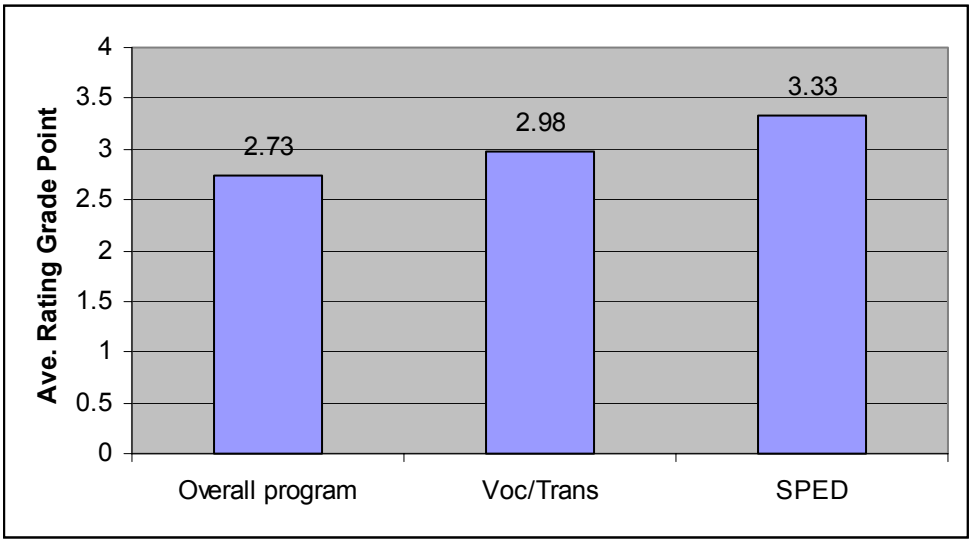

Figure 3. *Average rating grade point scores for three satisfaction items.*

More coursework. Finally, students were asked which course(s) they would take if they were in school for one more semester. They were allowed to choose more than one category for this item. The results (see Table 8) suggest that half of the students would take more courses in the functional and vocational areas, while few (11.6%) would take additional academic courses.

Table 8
Choices of Additional Courses in High School

Course topic/area	Percentage
Academic	11.6%
Topical/Interest	29.5%
Functional/Vocational	50.6%

Note: Percentages are from total cases in the cohort. Students could select more than one option.

Section Two
1999 – 2002 Exit Data Comparison Report

This section presents a comparison of the data from the 1999, 2000, 2001 and 2002 cohorts. Data from over 1,000 students are compiled and compared. Originally, we did not have access to the 1999 and 2000 cohort raw; however, now that those data are available we are able to do the comparisons across a four year time span. The master data file is in Appendix D**.**

We did not use any complicated statistical analyses, but rather present side-by-side graphical comparisons of the data. The purpose is to present the data in ways that help identify trends. Educators and policy-makers who might make necessary adjustments in the service delivery systems for students transitioning from special education programs into adult life should then discuss these emerging trends.

Results

Data from over 1,000 students were available for our comparisons. Table 9 shows the number of cases in each yearly cohort. While these numbers were available for analysis, not all cases provided complete responses to all the questions. In fact, in several instances, the exit reports had many incomplete responses. However, we utilized any and all reasonable responses for analyses whenever possible.

Table 9
Number of exiters in each yearly cohort group.

1999	2000	2001	2002
120	201	314	397

Student demographics. We compiled data on the gender, disability label and race of the exiters for these four years. These data are presented in Figure 4 and Tables 10 and 11. These data show that, across the four years, nearly two thirds of the school exiters are male with the range from nearly 71% to about 62%.

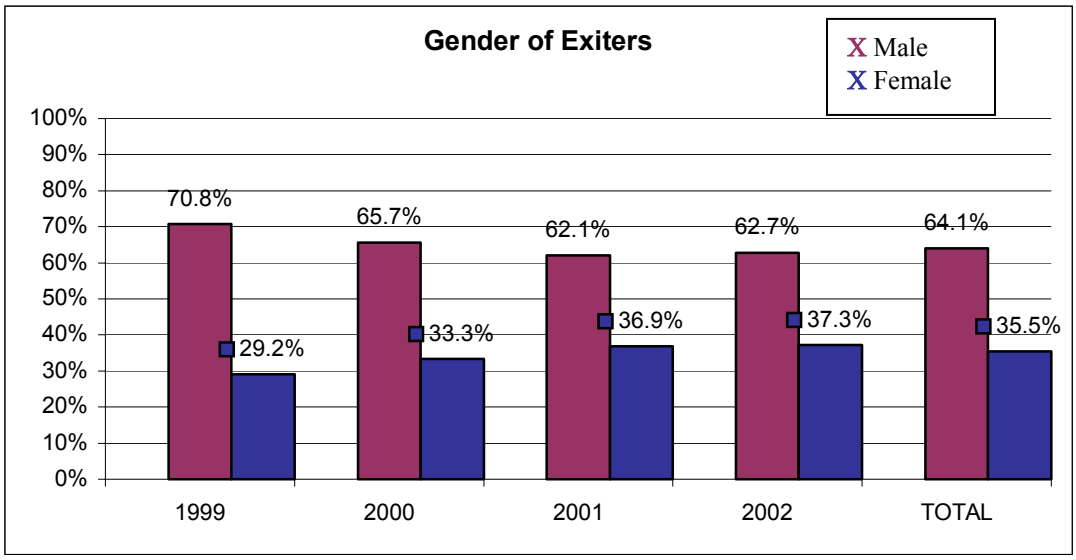

Figure 4. *Gender of school exiters over the four year span.*

Table 10 presents the data on the disability categories of the students. The largest group represented are those students with learning disabilities, who account for nearly two thirds of all students in the four cohort groups. Most percentages are relatively stable around the average for the four years. The one exception might be the category of emotional disturbance which shows a decreasing trend across the four years.

Table 10
Disability Represented by Year (percent of total cases)

Disability	1999	2000	2001	2002	Total
Autism	0.0%	1.0%	0.6%	0.3%	0.5%
Deafblind	0.0%	0.0%	0.0%	0.0%	0.0%
Mental Retardation	11.7%	13.4%	17.2%	12.1%	13.9%
Hearing Impaired	0.8%	0.5%	0.3%	0.5%	0.5%
Other Health Impaired	3.3%	1.0%	4.8%	3.8%	3.5%
Orthopedic Impaired	0.0%	1.0%	0.6%	0.5%	0.6%
Emotional Disturbance	15.8%	9.0%	8.6%	7.6%	9.1%
Speech Impaired	3.3%	2.5%	4.1%	4.8%	4.0%
Learning Disability	64.2%	70.6%	61.1%	67.8%	65.9%
Traumatic Brain Injury	0.0%	0.5%	0.3%	0.8%	0.5%
Vision Impaired	0.0%	0.5%	0.3%	1.0%	0.6%
Deaf	0.0%	0.0%	0.0%	0.3%	0.1%

Table 11 presents data on the race of the exiters. These students are predominantly white, with the category of American Indian/Alaskan Native being the most prevalent minority category. These data, especially the combined totals across the four years, appear to mirror the ND demographics as to race and minority representation in the schools. It appears that the variations in percentages of American Indian students might be accounted for by the participation of special education units on or near reservations. In some years, those units did not report school exiters, thus influencing the results and data patterns.

Table 11
Race of Exiters by Year (percent of total cases)

Race	1999	2000	2001	2002	Total
White	82.5%	87.1%	93.3%	92.7%	90.6%
American Indian/ Alaska Native	10.0%	8.0%	2.9%	4.5%	5.3%
Hispanic	0.8%	0.5%	1.0%	1.0%	0.9%
Black	0.8%	2.5%	0.0%	0.0%	0.6%
Asian Pacific Islander	0.8%	0.5%	1.3%	0.5%	0.8%
Other	0.8%	0.5%	0.0%	0.0%	0.2%

IEP goals and participation. Figures 5 and 6 show the patterns of IEP career goals and IEP meeting participation of the students in the four cohorts. Figure 5 shows that most students have a career or post-school goal on their IEPs with a rather significant jump occurring between 1999 and 2000.

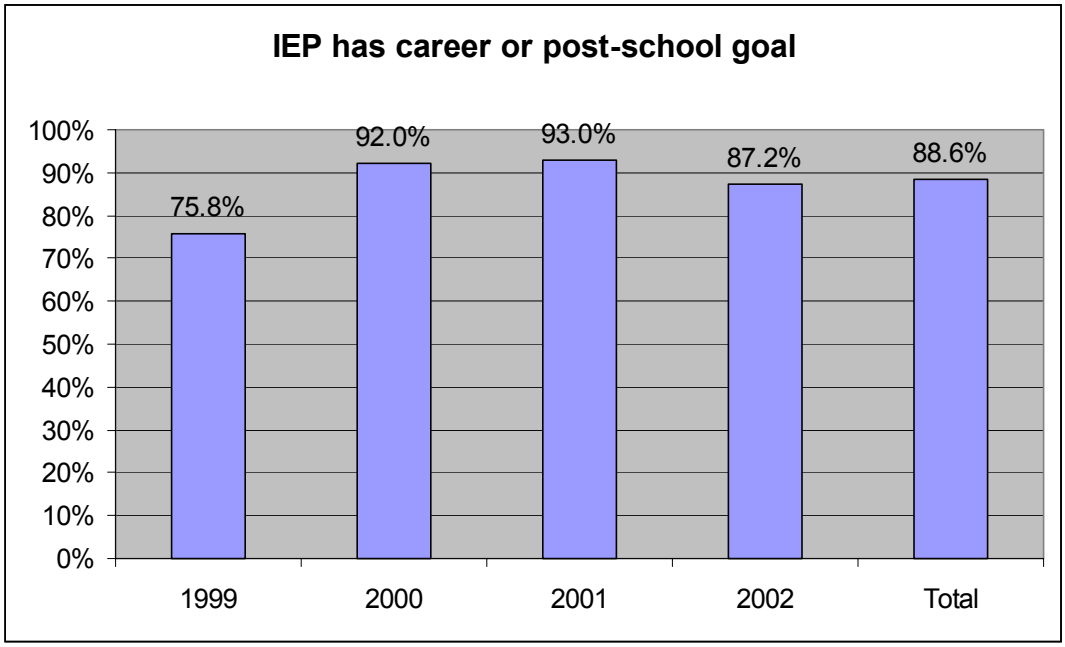

Figure 5. *Percent of students with at least one career or post-school goal on their last IEP.*

Figure 6 shows the IEP attendance and participation rates of students just prior to leaving school. Overall, about three fourths of the students attend their IEPs and are active participants. It is encouraging to see that the trend has increased across all four years.

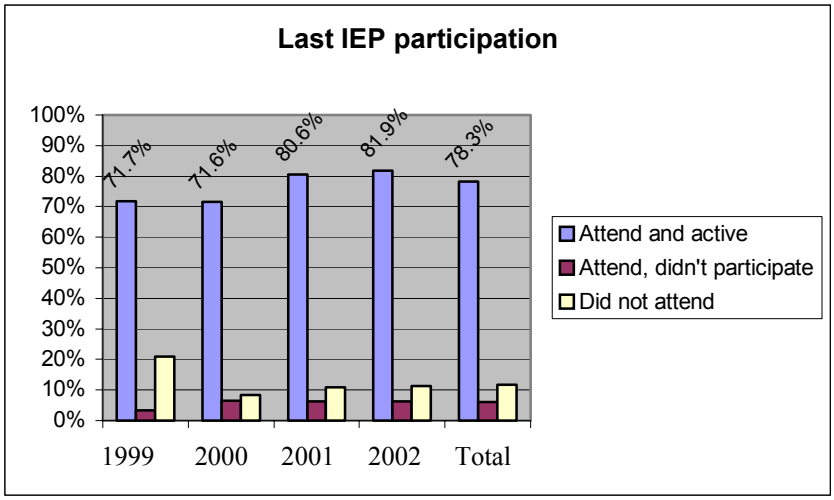

Figure 6. *IEP attendance and participation rates of the cohort students.*

Post-school plans. Students were asked about their post high-school plans. Figure 7 shows that most students planned on getting a job. There appears to be an increase in 2001 and 2002 over the first two cohorts. The second highest response was that the students would attend a vocational or technical school (students could choose more than one response on this question). Less than 20% of the students planned on attending a university or a trade school. Most responses tend to be stable across the four years.

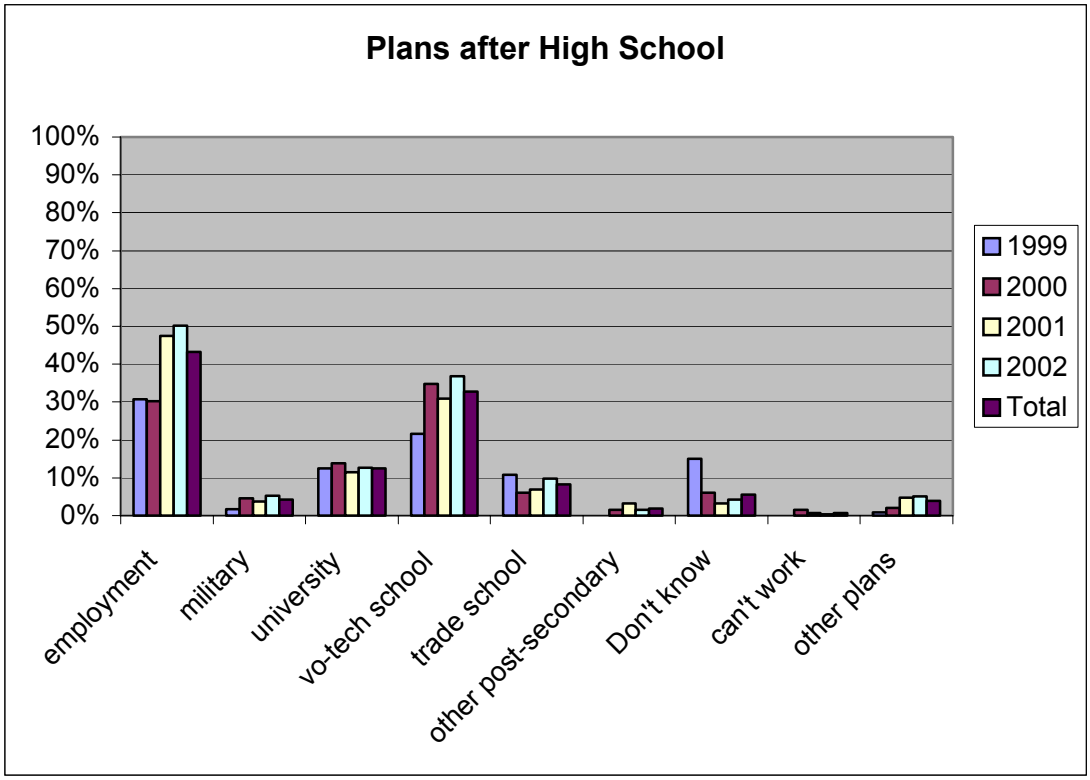

Figure 7. *Post-school plans of school exiters.*

Adult service needs. Students and teachers reported on possible adult services the students might require after leaving school. Table 12 shows the results across the four cohorts. The data suggest important trends. First, the overall percentages of students reporting no need for adult services has increased from 15% in 1999 to nearly 22% in 2002. However, a larger number of students are reporting the likelihood of accessing vocational rehabilitation, job service and college disability supports. While showing a sharp increase from 1999 to 2000, just under 10% of the students suggest they will use developmental disabilities services. Less than 10% of the students say they will access social security services.

Table 12
Possible adult services needed (percent of total cases; could choose more than one)

Services	1999	2000	2001	2002	Total
No Services Needed	15.0%	16.9%	22.3%	21.7%	20.2%
Vocational Rehabilitation	45.8%	55.2%	61.1%	61.2%	58.2%
Developmental Disabilities	4.2%	8.5%	12.1%	9.8%	9.6%
Job Service	9.2%	15.4%	15.6%	22.7%	17.5%
Social Security	2.5%	9.0%	8.0%	6.0%	6.8%
College Disability Supports	10.0%	24.4%	30.6%	29.7%	26.6%
Adult Learning Center	0.0%	1.0%	1.6%	2.0%	1.5%
Other	7.5%	1.5%	4.1%	5.3%	4.5%

Reason for exiting school. Figure 8 shows the reported reasons for the students leaving school. The majority are graduating with a diploma, even given the relatively low number reported in 1999. Also, the data suggest a declining trend in school drop outs among these students with disabilities.

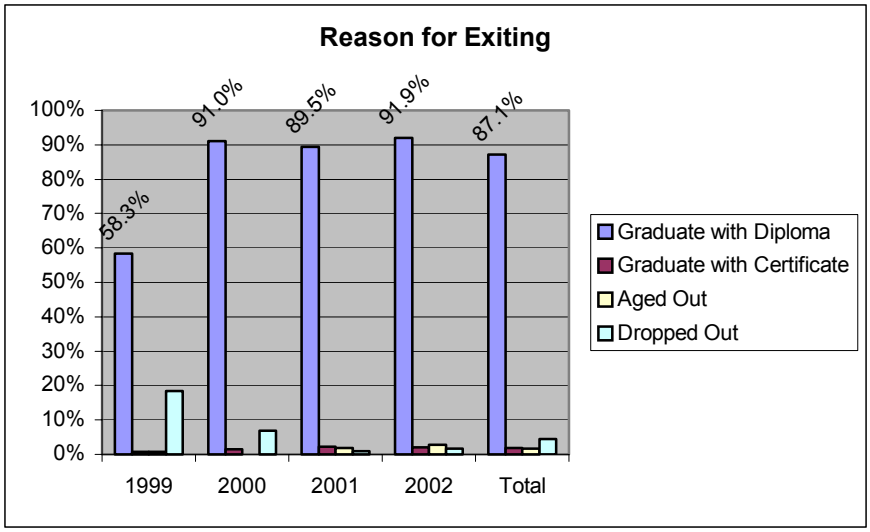

Figure 8. *Exit reason (percent of total cases).*

Skill attainment. Students and teachers reported on the skills attained during their high school years. Table 13 presents those data. Except for the 1999 cohort, in which there was relatively low responses to this question, the data suggest that students learned important employment skills, generally through vocational courses. There was considerable variability in

Table 13
Occupational skills attained (percent of total cases; could choose more than one)

Skill	1999	2000	2001	2002	Total
Employment	40.8%	66.2%	78.3%	75.8%	70.6%
Vocational Courses	32.5%	61.2%	72.3%	71.3%	65.1%
Work Skills	21.7%	29.4%	1.9%	42.6%	25.2%
Social Skills	17.5%	28.9%	1.9%	40.8%	23.9%
Daily Living Skills	19.2%	23.4%	1.9%	37.8%	21.9%
Community Access Skills	6.7%	18.4%	1.6%	30.7%	16.7%
Computer Literacy/Keyboarding	20.0%	48.8%	2.9%	71.3%	40.1%
Work in Teams/Groups	12.5%	38.3%	2.2%	56.9%	31.5%
Other Skills	3.3%	3.0%	1.3%	1.1%	5.9%

student responses regarding all the other skills areas (i.e., work, social skills, daily living skills, community access, computer literacy, and team work). Additional data over the next several years may clarify emerging patterns in these areas.

Satisfaction with school programs. Students were asked to rate, from A to F, their satisfaction with several aspects of their high school experiences. First they rated their overall satisfaction with high school (see Figure 9). Then they rated their vocational/transition and special education program components (Figures 10 and 11). Overall, the students were relatively satisfied with their experiences with the majority of the ratings being As or Bs.

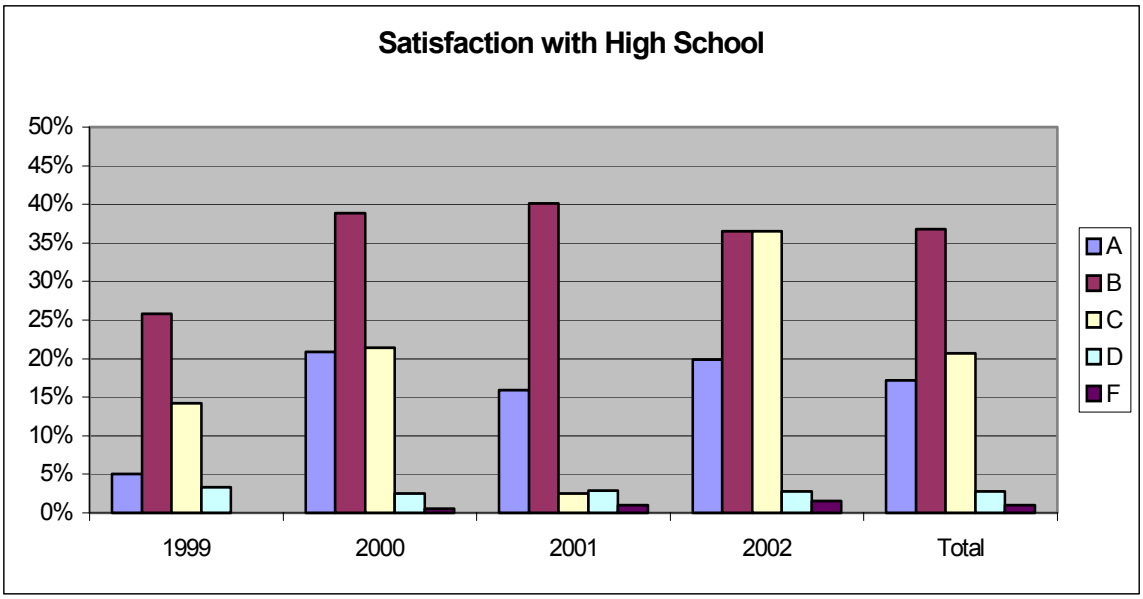

Figure 9. *Overall satisfaction with high school (percent of total cases).*

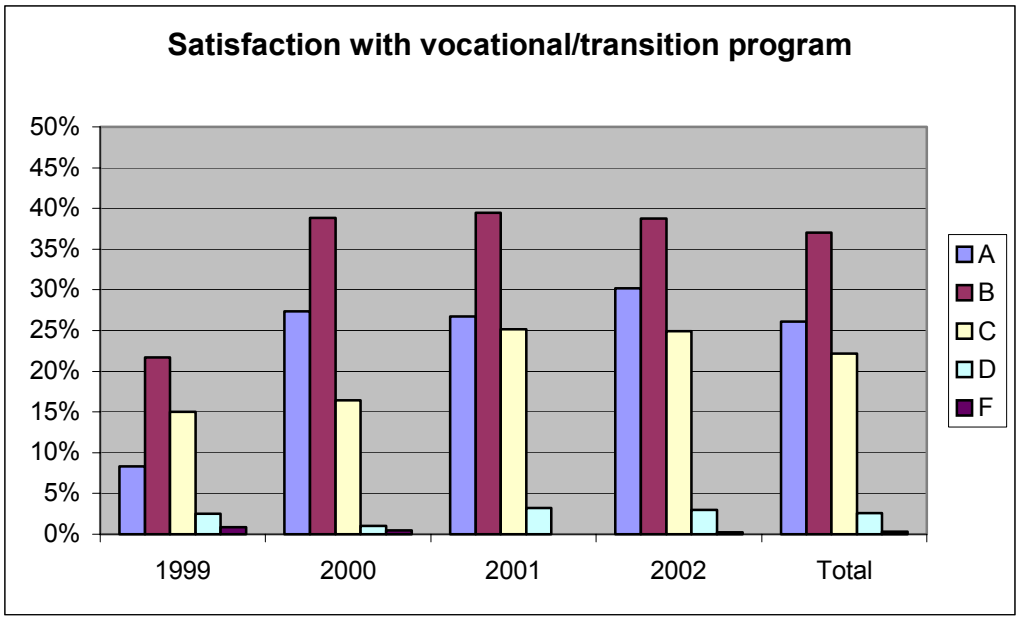

Figure 10. *Satisfaction with vocational/transition programs (percent of total cases)*

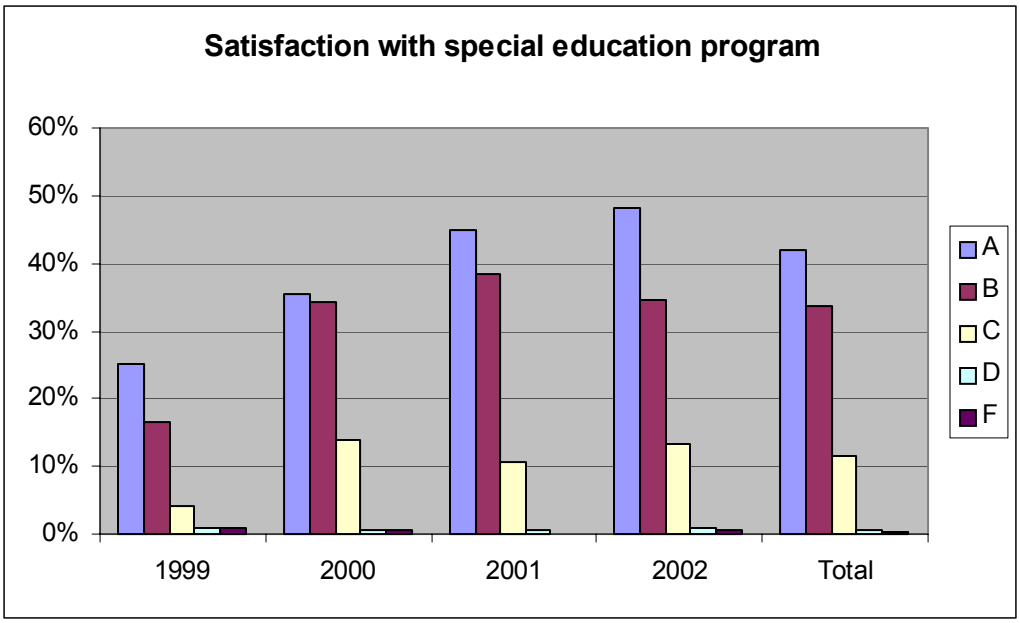

Figure 11. *Satisfaction with special education program (percent of total cases)*

We then converted these A through F ratings into numerical formats and calculated a rating point average, much like a grade point average. Table 14 shows these rating point averages average for the various high school program components. The data suggest that the

Table 14
Rating point averages for high school program components across cohorts.

	1999	2000	2001	2002	Total
Overall high school	2.67	2.92	3.08	2.73	2.85
Vocational/transition	2.71	3.09	2.95	2.98	2.97
Special Education	3.35	3.22	3.35	3.33	3.32

student ratings are relatively consistent across time with the greatest variation in ratings on the overall high school program. The special education programs received the highest ratings.

Additional classes. Finally, students were asked what type of classes they would have liked to take, if given the chance again. Their responses are shown in Figure 12. Overwhelmingly, students report that they would take more functional and vocational courses.

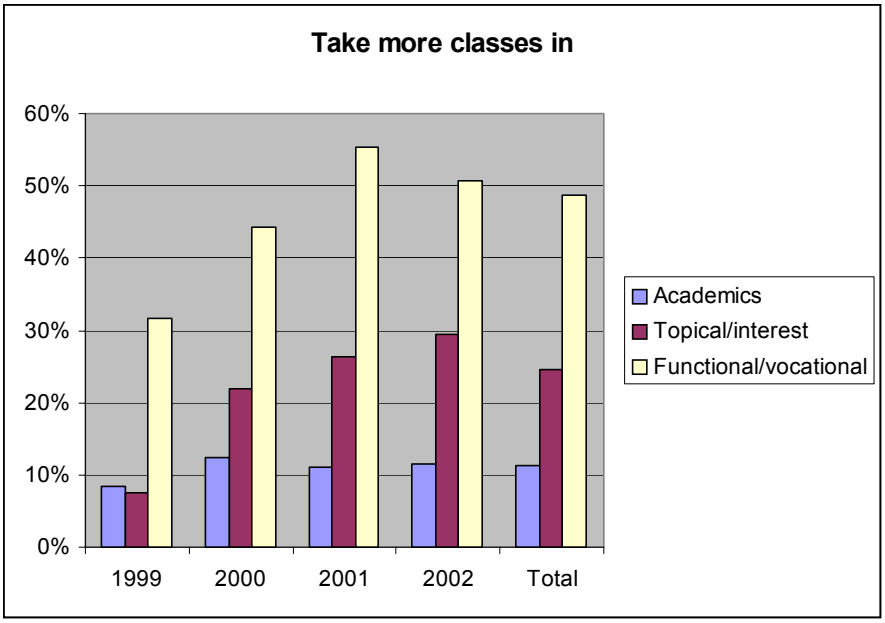

Figure 12. *Take more classes in following areas (could choose more than one)*

Significant Findings

- Nearly two thirds of students exiting special education programs in ND are male. These data are consistent with the national trends suggesting higher rates of males than females in special education programs.
- Most students leaving special education programs have learning disabilities, mental retardation, or emotional disturbance. About two thirds of all students have learning disabilities.
- The race of students in these cohorts mirrors the state statistics on race.
- Nearly 90% of the students have a career or post-school goal on their most recent IEP and over three fourths attended and were active participants in these IEP meetings.
- The largest percentage of students exiting special education programs plan on getting a job and/or attending a vocational/technical school.
- Over one half of the students state they will likely access vocational rehabilitation services after high school; however, over 20% believe they will not need adult services after exiting school. Much of the data regarding post-school adult services are variable at this time.
- Nearly 90% of the school exiters leave due to graduation with a diploma. Overall, the drop out rate appears to be declining.
- Students report learning valuable work skills through their vocational courses. An increasing number are reporting gains in various work skills; however, the data here are somewhat variable.
- Students are generally satisfied with their high school programs with the greatest satisfaction in the special education programs.

Appendix A

Exit Interview Data Collection Code Sheets

Appendix B

Exit Interview Written Instructions

Appendix C

Narrative comments from exit interview sheets

Comments from 2002 Exit Interviews
Transition Follow-up Grant

Question 3 Comments *#1 – Employment:*	
• Military/Army /Marines (3) • Welding (4) • Is not employed at current time, wants to work. Has taken 3 classes at BSC, not sure if he wants to take more • Day Programming (2) • Computer: Animation (5) • Chef • Sports training, coach • Engineer • Medical - LPN, CNA @ Nursing Home, CLS Nurse's Aid, Dietary Assistant (11) • Secretary, Information Processing Specialist (3) • Construction, Basement Repair (5) • Farming (18) • Work out of state • Firefighter (2) • Anne Carlson School • Housekeeper • Auto body or mechanic / diesel mechanic (8) • Continue education: Religious studies, VoTech School (10) • Babysit/Daycare (11) • Library • Carpentry / Plumbing • Clerk • Working at camp in Minneapolis • Admin. Building, high school, nursery and United Way; assist of job coach and/or supervision • Criminal Justice • Business and business management, accounting (5) • Undecided/unsure/summer (40) • NW Communication Cooperative	• School to Work • Convenience Store • Movie Theater • Oil Rigs (2) • Elementary Teaching/Wrestling Coach • Coaching, Police/Parole Officer (2) • Build NASCAR race track construction, Portland • Dickinson Truck Equipment • Grocery Store/Meat Market (7) • Hotel Employment (2) • Road Crew • Looking for job (6) • A&R Work for major record labels • Retail (9) • Gas Station (5) • Fast Food/Restaurant Industry (27) • Pepsi Building Company • Job Corps (2) • Camp Cormorant • Marketing / Telemarketing (3) • Performance Center Inc. • Park District / Recreation / Fish & Game (4) • Industrial - lumber, steel, windows (4) • Work on marine motor boats • Not able to work • Mover • Community based employment • Would like to get a job and go to school 1 year later

Question 3 Comments *#3d – Other Post Secondary:*	
• Going 2 yr BSC then transfer • Attending vo-tech (2) • EMT training, ambulance service • Manicurist and nails, art-sculpture • Move to Grand Forks and live with Father • Paralegal • Autobody (2) • Minnesota Art Institutes International • Open Door Center (2) • Army • Attend Staples, Central Lakes College • 2 year junior college • Police Academy • Supported employment • Will attend 2 year and then 4 year • Underwater welding tech school, Washington	• Model College of Hair Design • St. Cloud, MN • Uncertain about work type • Bank • NW Technical School • LRSC (2) • Fire Fighter training • Bottineau • HIT, Inc (day program) • Attending a Rehab Center in CA • After he's been out of school for a year • Employment (2) • Graduate with major in Computer Science and minor in Business • UND or NDSU (2) • Computer Support Systems

• Wahpeton (3) • Hennipin Tech • Dickinson State University (2)	• Welding • Daycare

Question 3 Comments *#5 – Other*
• Access the adult agency of Community Options for day services; Access Enable Inc. for residential services. • Access the adult agency of Community Options for part of day • LDS Mission Trip • Comprehension, art • HIT Day Program • VR Program

Question 4 Comments *#8 – Other Adult Providers*	
• Job Shadow, St. A's • How to succeed at college classes; would have taken child care course • More history, different kinds of art (glass blowing), metal sculpture; more time with teaching difficult kids – preparing for and working more hours • Progress community center • Vo Ag classes for farm/ranch management • Computer classes • Program outside of school, for extra help with school work • Mom/parents will help (3) • VR, DD, Job Service (4) • Student refused VR services at this time • Catholic Family Services	• Student will be attending Central Lake College in Brainerd, MN enrolling in the occupational program designed for students with her specific disability • Partnership project, psychological services • MI case management; partnership project • Job corps • Military Personnel (2) • LPN Training in the future • School to Work (2) • On-the-Job training • College Advisors • Social Services, homemakers

Question 6 Comments *#6 – Other Relevant Skills*	
• Self-Advocacy and Leadership Skills (11) • Interview/job skills, choices/interest surveys, job shadow, job applications/resumes, interest surveys (11) • Community based job training sites (CBVE) • Read, write • Manage check book, budgeting, money management (2) • Trade, auto-body (2) • Work experience program (2) • Financial information (baking, shopping skills, etc.) • Work ethic • Speech class, job interviewing • Took alternative match dealing w/ checkbook writing, budgeting, counting money, and individual living skills (2) • School to work (2) • Recreation/leisure activities • Business English, wrote resumes, completed job applications, wrote letters of application (2) • Raising a family (2)	• Welding band certificate (3) • Sewing simple garments and quilts; cooking skills; getting along with others in groups and delegating responsibilities as well as doing his share • CPR • Carpentry • Higher level math, computer, marketing • Organization skills • Community based work program/site (3) • Communication skills (2) • Creative thinking (2) • Computer /keyboarding skills (4) • Industrial arts and technical education • Industrial technology – shop, woods, metals, construction • Facilitated own IEP meetings, band-President

Appendix D

Master Exit Interview Data Spreadsheet

Master file of Exit Interview data

DATA set information	1999 n = 120	2000 n = 201	2001 n = 314	2002 n = 397	Total n = 1032

	Frequency count					Regular Percentages					Valid Percentages				
Question	**1999**	**2000**	**2001**	**2002**	**TOTAL**	**1999**	**2000**	**2001**	**2002**	**TOTAL**	**1999**	**2000**	**2001**	**2002**	**TOTAL**
Gender	120	201	314	397	**1032**										
male	85	132	195	249	**661**	70.8%	65.7%	62.1%	62.7%	**64.1%**	70.8%	66.3%	62.7%	62.7%	**64.4%**
female	35	67	116	148	**366**	29.2%	33.3%	36.9%	37.3%	**35.5%**	29.2%	33.7%	37.3%	37.3%	**35.6%**
Disability															
autism	0	2	2	1	**5**	0.0%	1.0%	0.6%	0.3%	**0.5%**	0.0%	1.0%	0.6%	0.3%	**0.5%**
deafblind	0	0	0	0	**0**	0.0%	0.0%	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	**0.0%**
mental retardation	14	27	54	48	**143**	11.7%	13.4%	17.2%	12.1%	**13.9%**	11.8%	13.4%	17.5%	12.2%	**14.0%**
hearing impaired	1	1	1	2	**5**	0.8%	0.5%	0.3%	0.5%	**0.5%**	0.8%	0.5%	0.3%	0.5%	**0.5%**
other health impaired	4	2	15	15	**36**	3.3%	1.0%	4.8%	3.8%	**3.5%**	3.4%	1.0%	4.9%	3.8%	**3.5%**
orthopedically impaired	0	2	2	2	**6**	0.0%	1.0%	0.6%	0.5%	**0.6%**	0.0%	1.0%	0.6%	0.5%	**0.6%**
emotional disturbance	19	18	27	30	**94**	15.8%	9.0%	8.6%	7.6%	**9.1%**	16.0%	9.0%	8.7%	7.6%	**9.2%**
speech impaired	4	5	13	19	**41**	3.3%	2.5%	4.1%	4.8%	**4.0%**	3.4%	2.5%	4.2%	4.8%	**4.0%**
learning disability	77	142	192	269	**680**	64.2%	70.6%	61.1%	67.8%	**65.9%**	64.7%	70.6%	62.1%	68.3%	**66.5%**
traumatic brain injury	0	1	1	3	**5**	0.0%	0.5%	0.3%	0.8%	**0.5%**	0.0%	0.5%	0.3%	0.8%	**0.5%**
vision impaired	0	1	1	4	**6**	0.0%	0.5%	0.3%	1.0%	**0.6%**	0.0%	0.5%	0.3%	1.0%	**0.6%**
deaf	0	0	0	1	**1**	0.0%	0.0%	0.0%	0.3%	**0.1%**	0.0%	0.0%	0.0%	0.3%	**0.1%**
Race															
White	99	175	293	368	**935**	82.5%	87.1%	93.3%	92.7%	**90.6%**	86.1%	87.9%	94.8%	93.9%	**92.1%**
American Indian/Alaska Native	12	16	9	18	**55**	10.0%	8.0%	2.9%	4.5%	**5.3%**	10.4%	8.0%	2.9%	4.6%	**5.4%**
Hispanic	1	1	3	4	**9**	0.8%	0.5%	1.0%	1.0%	**0.9%**	0.9%	0.5%	1.0%	1.0%	**0.9%**
Black	1	5	0	0	**6**	0.8%	2.5%	0.0%	0.0%	**0.6%**	0.9%	2.5%	0.0%	0.0%	**0.6%**
Asian/Pacific Islander	1	1	4	2	**8**	0.8%	0.5%	1.3%	0.5%	**0.8%**	0.9%	0.5%	1.3%	0.5%	**0.8%**
Other	1	1	0	0	**2**	0.8%	0.5%	0.0%	0.0%	**0.2%**	0.9%	0.5%	0.0%	0.0%	**0.2%**
1. IEP has career/post-school goal?															
yes	91	185	292	346	**914**	75.8%	92.0%	93.0%	87.2%	**88.6%**	79.8%	96.4%	94.2%	88.5%	**90.8%**
no	23	7	18	45	**93**	19.2%	3.5%	5.7%	11.3%	**9.0%**	20.2%	3.6%	5.8%	11.5%	**9.2%**
2. Attend IEP meeting ?															
Attend and active	86	144	253	325	**808**	71.7%	71.6%	80.6%	81.9%	**78.3%**	74.8%	82.8%	82.4%	82.3%	**81.5%**
Attend, not participate	4	13	20	25	**62**	3.3%	6.5%	6.4%	6.3%	**6.0%**	3.5%	7.5%	6.5%	6.3%	**6.3%**
Not attend	25	17	34	45	**121**	20.8%	8.5%	10.8%	11.3%	**11.7%**	21.7%	9.8%	11.1%	11.4%	**12.2%**
	Frequency					Regular					Valid				

	count					Percentages					Percentages				
Question	1999	2000	2001	2002	**TOTAL**	1999	2000	2001	2002	**TOTAL**	1999	2000	2001	2002	**TOTAL**
3. Plans after high school?															
employment	37	61	149	199	**446**	30.8%	30.3%	47.5%	50.1%	**43.2%**	NA	NA	NA	NA	**NA**
military	2	9	12	21	**44**	1.7%	4.5%	3.8%	5.3%	**4.3%**	NA	NA	NA	NA	**NA**
university	15	28	36	50	**129**	12.5%	13.9%	11.5%	12.6%	**12.5%**	NA	NA	NA	NA	**NA**
vo-tech school	26	70	97	146	**339**	21.7%	34.8%	30.9%	36.8%	**32.8%**	NA	NA	NA	NA	**NA**
trade school	13	12	22	39	**86**	10.8%	6.0%	7.0%	9.8%	**8.3%**	NA	NA	NA	NA	**NA**
other post-secondary	0	3	10	6	**19**	0.0%	1.5%	3.2%	1.5%	**1.8%**	NA	NA	NA	NA	**NA**
Don't know	18	12	10	17	**57**	15.0%	6.0%	3.2%	4.3%	**5.5%**	NA	NA	NA	NA	**NA**
can't work	0	3	2	1	**6**	0.0%	1.5%	0.6%	0.3%	**0.6%**	NA	NA	NA	NA	**NA**
other plans	1	4	15	20	**40**	0.8%	2.0%	4.8%	5.0%	**3.9%**	NA	NA	NA	NA	**NA**
4. Possible adult services needed?															
No services needed	18	34	70	86	**208**	15.0%	16.9%	22.3%	21.7%	**20.2%**	NA	NA	NA	NA	**NA**
VR	55	111	192	243	**601**	45.8%	55.2%	61.1%	61.2%	**58.2%**	NA	NA	NA	NA	**NA**
DD	5	17	38	39	**99**	4.2%	8.5%	12.1%	9.8%	**9.6%**	NA	NA	NA	NA	**NA**
Job Service	11	31	49	90	**181**	9.2%	15.4%	15.6%	22.7%	**17.5%**	NA	NA	NA	NA	**NA**
Social Security	3	18	25	24	**70**	2.5%	9.0%	8.0%	6.0%	**6.8%**	NA	NA	NA	NA	**NA**
College disability supports	12	49	96	118	**275**	10.0%	24.4%	30.6%	29.7%	**26.6%**	NA	NA	NA	NA	**NA**
Adult learning center	0	2	5	8	**15**	0.0%	1.0%	1.6%	2.0%	**1.5%**	NA	NA	NA	NA	**NA**
Other	9	3	13	21	**46**	7.5%	1.5%	4.1%	5.3%	**4.5%**	NA	NA	NA	NA	**NA**
5. Why did student exit school?															
Graduate with diploma	70	183	281	365	**899**	58.3%	91.0%	89.5%	91.9%	**87.1%**	74.5%	91.5%	94.6%	93.4%	**91.5%**
Graduate with certificate	1	3	7	8	**19**	0.8%	1.5%	2.2%	2.0%	**1.8%**	1.1%	1.5%	2.4%	2.0%	**1.9%**
Aged out	1	0	6	11	**18**	0.8%	0.0%	1.9%	2.8%	**1.7%**	1.1%	0.0%	2.0%	2.8%	**1.8%**
Dropped out	22	14	3	7	**46**	18.3%	7.0%	1.0%	1.8%	**4.5%**	23.4%	7.0%	1.0%	1.8%	**4.7%**
6. Occupational skills attained?															
Employment	49	133	246	301	**729**	40.8%	66.2%	78.3%	75.8%	**70.6%**	NA	NA	NA	NA	**NA**
Vocational courses	39	123	227	283	**672**	32.5%	61.2%	72.3%	71.3%	**65.1%**	NA	NA	NA	NA	**NA**
Work skills	26	59	6	169	**260**	21.7%	29.4%	1.9%	42.6%	**25.2%**	NA	NA	NA	NA	**NA**
Social skills	21	58	6	162	**247**	17.5%	28.9%	1.9%	40.8%	**23.9%**	NA	NA	NA	NA	**NA**
Daily living skills	23	47	6	150	**226**	19.2%	23.4%	1.9%	37.8%	**21.9%**	NA	NA	NA	NA	**NA**
Community access skills	8	37	5	122	**172**	6.7%	18.4%	1.6%	30.7%	**16.7%**	NA	NA	NA	NA	**NA**
Computer literacy/keyboarding	24	98	9	283	**414**	20.0%	48.8%	2.9%	71.3%	**40.1%**	NA	NA	NA	NA	**NA**
Working in teams/groups	15	77	7	226	**325**	12.5%	38.3%	2.2%	56.9%	**31.5%**	NA	NA	NA	NA	**NA**
Other skills	4	6	4	47	**61**	3.3%	3.0%	1.3%	11.8%	**5.9%**	NA	NA	NA	NA	**NA**

	Frequency count					Regular Percentages					Valid Percentages				
Question	**1999**	**2000**	**2001**	**2002**	**TOTAL**	**1999**	**2000**	**2001**	**2002**	**TOTAL**	**1999**	**2000**	**2001**	**2002**	**TOTAL**
7a. Overall satis with high school															
A	6	42	50	79	**177**	5.0%	20.9%	15.9%	19.9%	**17.2%**	10.3%	24.9%	16.8%	20.5%	**19.5%**
B	31	78	126	145	**380**	25.8%	38.8%	40.1%	36.5%	**36.8%**	53.4%	46.2%	42.4%	37.6%	**41.8%**
C	17	43	8	145	**213**	14.2%	21.4%	2.5%	36.5%	**20.6%**	29.3%	25.4%	2.7%	37.6%	**23.4%**
D	4	5	9	11	**29**	3.3%	2.5%	2.9%	2.8%	**2.8%**	6.9%	3.0%	3.0%	2.8%	**3.2%**
F	0	1	3	6	**10**	0.0%	0.5%	1.0%	1.5%	**1.0%**	0.0%	0.6%	1.0%	1.6%	**1.1%**
Average rating	2.67	2.92	3.08	2.73	**2.85**										
7b. Satis with voc/transition?															
A	10	55	84	120	**269**	8.3%	27.4%	26.8%	30.2%	**26.1%**	17.2%	32.5%	28.3%	31.1%	**29.6%**
B	26	78	124	154	**382**	21.7%	38.8%	39.5%	38.8%	**37.0%**	44.8%	46.2%	41.8%	39.9%	**42.0%**
C	18	33	79	99	**229**	15.0%	16.4%	25.2%	24.9%	**22.2%**	31.0%	19.5%	26.6%	25.6%	**25.2%**
D	3	2	10	12	**27**	2.5%	1.0%	3.2%	3.0%	**2.6%**	5.2%	1.2%	3.4%	3.1%	**3.0%**
F	1	1	0	1	**3**	0.8%	0.5%	0.0%	0.3%	**0.3%**	1.7%	0.6%	0.0%	0.3%	**0.3%**
Average rating	2.71	3.09	2.95	2.98	**2.97**										
8a. Satis with sped program?															
A	30	71	141	191	**433**	25.0%	35.3%	44.9%	48.1%	**42.0%**	52.6%	41.8%	47.5%	49.5%	**47.6%**
B	20	69	121	137	**347**	16.7%	34.3%	38.5%	34.5%	**33.6%**	35.1%	40.6%	40.7%	35.5%	**38.1%**
C	5	28	33	53	**119**	4.2%	13.9%	10.5%	13.4%	**11.5%**	8.8%	16.5%	11.1%	13.7%	**13.1%**
D	1	1	2	3	**7**	0.8%	0.5%	0.6%	0.8%	**0.7%**	1.8%	0.6%	0.7%	0.8%	**0.8%**
F	1	1	0	2	**4**	0.8%	0.5%	0.0%	0.5%	**0.4%**	1.8%	0.6%	0.0%	0.5%	**0.4%**
Average rating	3.35	3.22	3.35	3.33	**3.32**										
8b. Take further classes in?															
Academics	10	25	35	46	**116**	8.3%	12.4%	11.1%	11.6%	**11.2%**	NA	NA	NA	NA	NA
Topical/interest	9	44	83	117	**253**	7.5%	21.9%	26.4%	29.5%	**24.5%**	NA	NA	NA	NA	NA
Functional/vocational	38	89	174	201	**502**	31.7%	44.3%	55.4%	50.6%	**48.6%**	NA	NA	NA	NA	NA