

How School Districts May Benefit from Post School Outcome (PSO) Data

Since 2007, Oregon has been collecting this mandated information from school districts (SD) via the PSO Data Collection using the ODE PSO 2.0 Application. The Oregon Department of Education can meet the mandate through this collection method; however, the data are most useful to the SD that originally gathered the information.

Let us look at these data by using a step-by-step method:

1. Organize a district team to analyze the data.
The team may include:
 - a. Administrator
 - b. Teachers
 - c. Personnel conducting the interviews
 - d. Students/families
2. Gather appropriate data from the PSO 2.0 App using the Excel export for district-wide or individual school sites.
3. Study the interview questions. Are interviewers:
 - a. Following correct procedures for asking each question?
 - b. Contacting students multiple times to obtain the answers to each question?
 - c. Getting the training they need to correctly enter data into the PSO 2.0 App??
4. Identify the major successes and problem area found in the data.
 - a. Are students aware of the opportunities available to them when they leave school?
 - b. Do they know who to contact for help?
 - c. Have they had the opportunity to explore various kinds of jobs or further learning?
 - d. Did the SD start early enough with the student's transition training?
 - e. What group of students have been the most and least successful? Can we identify a reason for this?
 - f. Is a specific school in the district having more successes or problems than others?
5. Brainstorm ideas to correct any problems identified and celebrate successes.
 - a. Capitalize on school successes and how other schools in the district can benefit from those successes.
 - b. Review training events and resource materials at transitionoregon.org to determine if staff may need specific training.
6. Set goals for the coming year and determine how to implement the best ideas to reach the goals.
 - a. Set up each goal by identifying who will be responsible, timelines, and how to determine success.
7. Compare school years to determine if and how the interventions have improved the education, employment, and independent living outcomes for students with disabilities.

IDEA, the federal law that governs how public and state institutions provide special education and related services to youth with disabilities, requires states to report annually 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. (20 U.S.C. 1416(a)(3)(B))*