

# Exit and One Year Follow-up Survey Instructions for Students with Disabilities 2019-2020



## Justification/Background Information

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 continues the focus on high expectations for students with disabilities. Students with disabilities are to *be prepared to lead productive and independent adult lives, to the maximum extent possible* (Section 682.c.5.A.ii). Educators are to ensure that a high school education prepares students with disabilities *for further education, employment and independent living* (Section 682.d.1.A).

Federal reporting requirements for special education under the IDEA require that states and districts collect and report on post-school outcomes for students with disabilities (State Performance Plan/Annual Performance Report-Indicator 14). Specifically, this monitoring priority (20 U.S.C.1416 (a) (3) (B)) requires that the West Virginia Department of Education (WVDE) report on post-secondary student outcomes (percent enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment) among youth who are no longer in secondary school, had IEPs in effect at the time they left school, and exited high school one year ago.

The annual collection of district **Exit** and **One Year Follow-Up** surveys provides valuable data to support improvement decisions at all levels. Connections between public education and adulthood have been highlighted at the national level; therefore, the ongoing focus for improving all aspects of transition services assures that students with disabilities in West Virginia will be competitive in this 21st century adult world. For these reasons, it is vital that special education administrators facilitate completion of the surveys to support decisions for students who are still in school.

Two surveys will be administered for the 2019-2020 school year. The **Exit Survey 2019-2020** should be administered to all students with disabilities who exit for any reason during the 2019-2020 school year between **July 1, 2019 and May 31, 2020**. The **Exit Survey – One Year Follow-Up (exit year 2018-2019) (collected 2020)** must be administered to all students who exited for any reason during the 2018-2019 school year. Districts are required to gather this information only for students with disabilities, including those in any grade who exit by dropping out during the targeted school year. Please note that results are used to inform improvement activities at the district and state levels. No individually identifiable information is reported. Specific instructions and guidance regarding completion of each survey follows.

## General Instructions for Surveys

- Surveys are posted at <http://wvde.us/special-education/surveys/>
- Each survey typically requires five to ten minutes to complete and can be entered online in less than five minutes.
- Districts are required to submit each survey electronically. A district may elect to have students complete paper surveys, then have staff enter surveys online. Districts are required to assure that staff members are trained in confidentiality and accuracy of data entry.
- Contact Debra Harless at [dlharless@k12.wv.us](mailto:dlharless@k12.wv.us) or Amber Stohr at [astohr@k12.wv.us](mailto:astohr@k12.wv.us) or call 304-558-2696 for technical assistance.
- Collect surveys (Exit and One Year Follow-Up) from all students with disabilities who exit by:
  - » completing school (standard diploma, modified diploma, reaching age 21),
  - » dropping out any time during the school year, and
  - » for those who were expected to return but did not return.
  - » A school year is defined from July 1 through May 31.
- Enter only surveys that have item responses. Do not enter surveys with only demographic information, as they will not be counted as part of the district response rate.
- Methods for obtaining survey responses are at the discretion of the district; however, providing direct assistance to students and their parents for survey completion will significantly improve district response rates. Surveys may be completed individually or in groups, especially for individuals who need support to read items or to clarify questions.

- » **Internet:** The entire survey can be completed in approximately five to ten minutes. Most responses for the online survey require the respondent to click a button to make a choice or select from a drop-down menu box. Entering demographic information at the beginning of the survey accurately is important to assure that all surveys are counted for the district, especially the WVEIS student number. Districts or schools may enter multiple surveys online if students complete a downloaded/printed version. Survey entry generally takes less than five (5) minutes each. Please contact Debra Harless or Amber Stohr for assistance.
- » **Print:** Districts may elect to print the surveys from the website for face-to-face or U.S. Mail survey completion individually and in groups. A box at the end of the survey provides a space for a district to designate the staff contact person(s) for return of paper surveys. Please make this notation prior to making copies for distribution. WVDE provides and sends to districts student address and demographic labels to assure accuracy. See demographic label sample at the end of this document.
  - **NOTE:** Labels are created from End of Year Certified (EOYC) Enrollment data; these are the only students who are eligible to complete the survey. If for any reason there is a student label missing contact Amber Stohr or Debra Harless immediately. Each completed paper survey takes approximately two (2) minutes to enter online. No paper copies should be sent from the district to WVDE.
- » **Phone Interviews:** Districts may obtain survey responses by phone. Always assure confidentiality and accurate recording of information from respondents by thoroughly training interview staff. Contact of former students or their parents by phone or email for the One Year Follow-Up Survey has proved to be most effective for increasing the return rate; however, a clear and concise explanation for the contact increases cooperation of respondents. Some districts work closely with a local college or university to provide experiences for students in human services programs to obtain survey responses; other districts work closely with their Parent Resource Centers. Confidentiality training is required.
- » In recent years, the use of social media has dramatically improved response rates.

## Exit Survey 2019-2020

### Deadline for Submitting Surveys: May 31, 2020

- **Exit survey response rates:** Collecting a representative number of surveys from those individuals who are preparing to exit school can be facilitated while students are still in school, thus raising the rate of response significantly. Even those students choosing to drop out typically meet with school staff prior to dropping out and complete the exit survey at that time. Districts may improve response rates by notifying staff in each school about the survey and coordinating survey completion with various staff such as school counselors, administrators, and office staff. Low response rates prohibit districts from accurate interpretation of results to support system improvement. Input from students who drop out can impact decisions about needed change.
- **Exit Survey 2019-2020:** The Exit Survey is to be completed by each student with a disability who exits for any reason during the school year (July 1, 2019 through May 31, 2020), including those who exit by completing school (standard diploma, modified diploma, reaching age 21), who exit by dropping out during the school year, and those who were expected to return for services but did not. Completion of the exit survey may be facilitated during IEP meetings, conferencing opportunities, and in small or large groups during school. Group completion can be facilitated in a computer lab or in a class using paper format. Paper format requires district input at a later time. Explain the purpose for the survey as well as pertinent results from previous collections. Inform all students to expect contact for the One Year Follow-Up Survey in approximately one year and encourage them to participate. The district is advised to maintain an accurate and up-to-date contact list of those who exit to improve results for the One Year Follow-Up Survey. Students should be encouraged to complete the exit survey while they are still in school to achieve maximum response rates.



# Exit Survey – One Year Follow-Up (Exit Year 2018-2019) (Collected 2020)

## Collection Window and Deadline for Submitting Surveys: April 1 to August 31, 2020

- **One year follow-up response rates:** Collecting a representative number of surveys from those individuals who have exited school one year ago presents particular challenges. Districts and schools can improve their response rates by making those exiting and their parents aware of the follow-up surveys while the student is still in school. Low response rates prohibit districts from accurate interpretation of results to support system improvement. Increasing response rates can be accomplished by utilizing college staff (to assist in contacting students), Parent Resource Centers and social media. Personal contacts from school staff and use of phone interviews are successful strategies some districts in West Virginia have experienced. The WVDE provides each district with an official list of exiters from the previous year just prior to the collection window, but some districts find it advantageous to maintain their own detailed contact list. Valid survey responses must be from only those students listed in the End of Year Certified (EOYC) Enrollment data (aka Special Education Exits on WOW). This is required to calculate an accurate response rate.
- **Exit Survey - One Year Follow-Up (Exit Year: 2018-2019):** The Exit Survey One Year Follow-Up is to be completed by each student with a disability who exited for any reason during the 2018-2019 school year (July 1, 2018 through August 31, 2019).
- Included in this group are those students who exited by completing school (standard or modified diploma, reached aged 21), who exited by dropping out during the 2018-2019 school year and those who were expected to return but did not return.
- **Collect this survey between April 1 and August 31, 2020.**
- If you need further assistance or have questions regarding this information, please contact Debra Harless at [dlharless@k12.wv.us](mailto:dlharless@k12.wv.us) or Amber Stohr at [astohr@k12.wv.us](mailto:astohr@k12.wv.us) or call 304-558-2696.



## Label Descriptions

First name	Last name		
Student ID	Birthdate (mm/dd/yyyy)		
District number	School number		
Race/ethnicity	Gender	Primary exceptionality code	Exit reason

## Label Keys

Race/ethnicity	
A	Asian
B	Black
H	Hispanic
I	American Indian/Alaskan
M	Multiple Race
P	Pacific Islands
W	White

Gender	
F	Female
M	Male

Primary Exceptionality Code	
AU	Autism
BD	Emotional/Behavior Disorder
CD	Speech/Language Impairment
DB	Deaf/Blindness
DF	Deafness
HI	Hard of Hearing
LD	Specific Learning Disability
MD	Intellectual Disability – Moderate
MM	Intellectual Disability – Mild
MS	Intellectual Disability – Severe
OH	Other Health Impairment
PH	Orthopedic Impairment
TB	Traumatic Brain Injury
VI	Blindness and Low Vision

Exit Reason	
40	Graduated – Standard Diploma
50	Graduated – Modified Diploma
70	Reached Maximum Age
90	Drop out

