

Overview

Part B of the Individuals with Disabilities Education Act (IDEA) requires each state to develop a State Performance Plan (SPP)/Annual Performance Report (APR) that evaluates the state’s efforts to implement the requirements of the IDEA and improve outcomes for students receiving special education services. The results of these indicators are also reflected on District’s APR, which include compliance and results-based indicators for students with disabilities. For more information, visit [Connecticut’s SPP/APR webpage](#).

Indicator 14: Post-School Outcomes

Indicator 14 is a results indicator. It measures the percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school (“exiters”), and were either enrolled in higher education (or in some other postsecondary education or training program) or competitively employed (or in some other employment), or both, within one year of leaving high school.

Post-School Outcomes and the Post School Outcome Survey (PSOS)

The Connecticut State Department of Education (CSDE), Bureau of Special Education (BSE) annually surveys exiters one year after they graduate, dropout, or age out and reports the data to the Office of Special Education Programs (OSEP). This survey is called the Post-School Outcome Survey (PSOS). The CSDE sends the PSOS survey to exiters using the student contact information data that districts are required to collect in the Connecticut Special Education Data System, CT-SEDS.

Please note: Connecticut’s Indicator 14 data are gathered from several sources: the National Student Clearinghouse (NSC) higher education enrollment and persistence data, the Department of Labor (DOL) employment and wage data, via the Preschool through 20 – Workforce Information Network (P20WIN), and the PSOS data.

PSOS Data Collection Process

Each summer, exiters are mailed a postcard to inform them that the PSOS will be sent in the next few weeks. Then, a cover letter and the PSOS are mailed, emailed, and/or sent via text message (if an email or cell phone number are collected) to exiters. Exiters can respond to the survey via mail or online. After several rounds of emails and texts messages, a follow-up letter is sent to non-respondents. Lastly, an external interview company, Data Driven Enterprises, contacts non-respondents by phone.

Why is Having a High Percentage of Respondents Important for the PSOS?

It is important to have a high percentage of exiters participate in the PSOS to ensure that the data are representative of the State and are useful in improving effective transition programs and services for current and future students. District PSOS response rates are posted on the CSDE's [Indicator 14 webpage](#).

In the summer 2025 data collection (2023-24 school year exiters), Connecticut's response rate from the PSOS was 12.52%. Districts can support the BSE in improving our PSOS response rate in a variety of ways.

What can school districts do to help increase the PSOS response rate?

- **Ensure that student and family contact information is routinely updated and accurate in CT-SEDS.** This includes first names, last names, address(es), phone numbers (including cell, if applicable) with area codes, and personal long-term emails (not a district email address).
- **Provide students and families with information about PSOS and encourage their participation.** Make sure students understand that about a year after they graduate, dropout, or age out, they will receive a postcard in the mail and someone representing the CSDE-BSE will contact them to find out what they have been doing after high school. Teachers and districts can show them the postcard, letter, survey questions, and instructional videos to explain the importance of the PSOS, such as how it helps improve special education and transition programs and services for current and future students. Additionally, districts should share the exiter flyer, with an appropriate person to contact at the district, should the student's contact information change.

Where can I access the PSOS materials?

All PSOS materials are available in English and Spanish and posted on the CSDE's [Indicator 14 webpage](#).

1. [Reminder Postcard](#)
2. [Informational Video](#) | [Video Instructivo](#)
3. [Letter](#)
4. [Survey](#) | [Encuesta](#)
5. [Companion Document/Resource List](#)
6. [Flyer for LEAs to Provide to Exiters](#)

Questions about the PSOS?

Questions can be directed to Laura Luna, Associate Education Consultant, by email at Laura.Luna@ct.gov.