In the Know with PSO:
2020 Post School Outcomes Results and Strategies for the Future
Today’s Objectives

We will discuss...

• Foundational concepts of Post School Outcomes (PSO)
• PSO data from the 2020 data collection season
• Ideas for analyzing PSO data
• Strategies to prepare for the 2021 data collection season

Indicator 14

Measurement of a student’s post school engagement

Percentage of youths who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- enrolled in higher education;
- competitively employed;
- enrolled in postsecondary education or training; or
- some other employment within **one year** of leaving high school.

(20 U.S.C. 1416(a)(3)(B))
Categories of Engagement Definitions

Higher Education

- Enrolled full- or part-time
- Community College (2-year program)
- College/University (minimum 4-year program)
- 1 complete term

Competitive Employment

- Average 20 hours/week
- 90 days (cumulative) since leaving high school
- Setting with others who are non-disabled where interaction is at a level comparable to co-workers without disabilities who perform the same job description
- Pay at or above minimum wage while earning a customary pay rate
- Available benefits and opportunities for advancement as those without disabilities
Categories of Engagement Definitions

Other Postsecondary Education/Training
- Enrolled full- or part-time
- Education/training program (e.g., adult education, technical or vocational training that is less than 2-years)
- 1 complete term

Other Employment
- Worked for pay or was self-employed
- 90 days (cumulative) since leaving high school
- Includes working in a family business (e.g., farm, store, catering, etc.)
Hierarchy of Categories of Engagement

- Higher Education
- Competitive Employment
- Other Postsecondary Education/Training
- Other Employment

Former students are only counted once in PSO data.
2020 PSO Data Collection Season

Opened at 12:00 a.m. on June 1, 2020

Closed at 11:59 p.m. on September 30, 2020

Included former students who exited during the 2018–2019 school year
Arizona’s 2020 PSO Results

78.6% Response Rate

6,660 Respondents out of 8,478 Eligible Former Students

281 PEAs Required to Survey Respondents
Indicator 14 Measurements

- **Measurement A:**
  - Target: 24.3%
  - Higher Education

- **Measurement B:**
  - Target: 56.5%
  - Higher Education + Competitive Employment

- **Measurement C:**
  - Target: 75.0%
  - Higher Education + Competitive Employment + Other Postsecondary Education or Training + Other Employment

- Not Engaged: 27.5%
Engagement Rates

6,660 responded for a 78.6% response rate.

- Higher Education: 21.9%
- Competitive Employment: 27.5%
- Other Postsecondary Education or Training: 8.1%
- Other Employment: 33.4%
- Not Engaged: 9.1%
### Gender Data

<table>
<thead>
<tr>
<th>Status</th>
<th>Female (2,352)</th>
<th>Male (4,308)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Engaged</td>
<td>29.8%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>7.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other Postsecondary Education or Training</td>
<td>8.4%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>27.1%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Higher Education</td>
<td>27.4%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>
Exit Reason Data

<table>
<thead>
<tr>
<th>Exit Reason</th>
<th>Aged Out (14)</th>
<th>Dropped Out (1,006)</th>
<th>Graduated (5,640)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Engaged</td>
<td>71.4%</td>
<td>43.4%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>7.1%</td>
<td>12.1%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Other Postsecondary Education or Training</td>
<td>0.0%</td>
<td>10.2%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>21.4%</td>
<td>30.6%</td>
<td>34.0%</td>
</tr>
<tr>
<td>Higher Education</td>
<td>0.0%</td>
<td>3.7%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>
Ethnicity Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Not Engaged</th>
<th>Other Employment</th>
<th>Other Postsecondary Education or Training</th>
<th>Competitive Employment</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native (746)</td>
<td>43.1%</td>
<td>10.3%</td>
<td>7.1%</td>
<td>23.1%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Asian (65)</td>
<td>23.1%</td>
<td>6.2%</td>
<td>6.2%</td>
<td>23.1%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Black or African American (458)</td>
<td>28.8%</td>
<td>7.2%</td>
<td>8.7%</td>
<td>31.0%</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino (2,865)</td>
<td>27.3%</td>
<td>9.9%</td>
<td>8.2%</td>
<td>33.6%</td>
<td></td>
</tr>
<tr>
<td>Multi-Racial (249)</td>
<td>26.1%</td>
<td>11.6%</td>
<td>7.6%</td>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander (13)</td>
<td>46.2%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>30.8%</td>
<td></td>
</tr>
<tr>
<td>White (2,534)</td>
<td>24.7%</td>
<td>8.1%</td>
<td>8.1%</td>
<td>36.0%</td>
<td></td>
</tr>
</tbody>
</table>
Disability Data

<table>
<thead>
<tr>
<th>Category</th>
<th>All Other Disabilities (1,869)</th>
<th>Emotional Disturbance (590)</th>
<th>Intellectual Disability (540)</th>
<th>Specific Learning Disability (3,661)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Engaged</td>
<td>32.1%</td>
<td>32.7%</td>
<td>59.4%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>6.7%</td>
<td>11.9%</td>
<td>7.6%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other Postsecondary Education or Training</td>
<td>9.5%</td>
<td>9.2%</td>
<td>16.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>25.3%</td>
<td>34.2%</td>
<td>13.9%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Higher Education</td>
<td>26.4%</td>
<td>12.0%</td>
<td>2.8%</td>
<td>24.0%</td>
</tr>
</tbody>
</table>
Disability Data (Engaged vs Not Engaged)

- **Autism (699)**: Engaged 60.7%, Not Engaged 39.3%
- **Emotional Disability (490)**: Engaged 68.6%, Not Engaged 31.4%
- **Emotional Disability (separate facility, private school) (100)**: Engaged 61.0%, Not Engaged 39.0%
- **Hearing Impairment (70)**: Engaged 75.7%, Not Engaged 24.3%
- **Mild Intellectual Disability (377)**: Engaged 46.7%, Not Engaged 53.3%
- **Moderate Intellectual Disability (135)**: Engaged 28.9%, Not Engaged 71.1%
- **Multiple Disabilities (106)**: Engaged 50.0%, Not Engaged 50.0%
- **Multiple Disabilities - Severe Sensory Impairment (39)**: Engaged 33.3%, Not Engaged 66.7%
- **Orthopedic Impairment (25)**: Engaged 44.0%, Not Engaged 56.0%
- **Other Health Impairment (817)**: Engaged 77.2%, Not Engaged 22.8%
- **Severe Intellectual Disability (28)**: Engaged 14.3%, Not Engaged 85.7%
- **Specific Learning Disability (3661)**: Engaged 80.4%, Not Engaged 19.6%
- **Speech/Language Impairment (53)**: Engaged 75.5%, Not Engaged 24.5%
- **Traumatic Brain Injury (35)**: Engaged 74.3%, Not Engaged 25.7%
- **Visual Impairment (25)**: Engaged 72.0%, Not Engaged 28.0%
### Disability Data (Engagement Breakdown)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Higher Education</th>
<th>Competitive Employment</th>
<th>Other Postsecondary Education or Training</th>
<th>Other Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (699)</td>
<td>27.6%</td>
<td>14.9%</td>
<td>11.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Emotional Disability (490)</td>
<td>13.7%</td>
<td>34.1%</td>
<td>8.2%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Emotional Disability (separate facility, private school) (100)</td>
<td>4.0%</td>
<td>35.0%</td>
<td>14.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Hearing Impairment (70)</td>
<td>38.6%</td>
<td>20.0%</td>
<td>10.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Mild Intellectual Disability (377)</td>
<td>3.2%</td>
<td>19.4%</td>
<td>14.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Moderate Intellectual Disability (135)</td>
<td>2.2%</td>
<td>1.5%</td>
<td>23.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Multiple Disabilities (106)</td>
<td>18.9%</td>
<td>11.3%</td>
<td>14.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Multiple Disabilities - Severe Sensory Impairment (39)</td>
<td></td>
<td>30.8%</td>
<td></td>
<td>2.6%</td>
</tr>
<tr>
<td>Orthopedic Impairment (25)</td>
<td>32.0%</td>
<td>4.0%</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td>Other Health Impairment (817)</td>
<td>25.2%</td>
<td>38.6%</td>
<td>6.1%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Severe Intellectual Disability (28)</td>
<td></td>
<td>10.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Learning Disability (3,660)</td>
<td>24.0%</td>
<td>40.4%</td>
<td>5.9%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Speech/Language Impairment (53)</td>
<td>37.7%</td>
<td>22.6%</td>
<td>11.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Traumatic Brain Injury (35)</td>
<td>20.0%</td>
<td>37.1%</td>
<td>8.6%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Visual Impairment (25)</td>
<td>52.0%</td>
<td></td>
<td>4.0%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>
Highlights from the Survey
1,831 Respondents were Not Engaged

1,441 Respondents did not attempt any type of other postsecondary education/training or employment

390 Respondents did attempt postsecondary education/training and/or employment
2020
Season Reflection
How do you see PSO data impacting your work?
Remember the purpose:
• Indicator 14 is the measurement of a student’s post school engagement.

Use PSO data to inform decisions
• Identifying focus areas
  • Student populations with low participation and/or engagement rates
• Improving current and future practices
  • Predictors of Post School Success
Post School Outcomes

PSO Reports
Using Your PSO Data: How

Resources:
- Data Analysis Template (Preview)
- Action Planning Templates
  - NTACT’s Predictor Implementation School/ District Self-Assessment
  - Data-Based Action Planning Template
Student List will be available on January 15, 2021. Updates will be made periodically.

Opens at 12:00 a.m. on June 1, 2021. Closes at 11:59 p.m. on Sept. 30, 2021.

Includes former students with IEPs who exited during the 2019-2020 school year.
PSO Timeline: Ongoing Tasks

Prior to Student Leaving High School
- Update contact information
- Inform student of plans to reconnect for the PSO survey

Data-Based Preparation
- Implement improvements to professional practices to impact next season’s engagement rates
- Analyze PSO data and develop action plans
- Participate in staff trainings
PSO Timeline: Seasonal Tasks

**June to September**

PSO Survey data collection
- Input survey responses into the PSO application

**Mid-January to May**

- Confirm PEA users have access to the PSO Application

**June to September**

- Review PEA student lists
- Update exclusions
- Contact and offer engagement resources to dropouts

**October to January**

- Confirm PEA users have access to the PSO Application
2021
Preparation: Strategies
Where to Start:
- ADE/ESS Secondary Transition PSO Page
- PSO Padlet

Key PSO Tools:
- Survey Marketing Materials
- Sample PSO Contact Form
- PSO Survey–Fillable PDF
- Companion Document
- Translated Documents
Checking In... How will you prepare for the 2021 season?

**Analyze PSO Data**
- Pull PSO Reports
- Develop an action plan

**Try New Strategies**
- Review Student List Early
- Reconnect to check-in with former students

**Access Resources**
- Personalize and use PSO marketing materials
- Pull resources to build your own PSO toolbox
Our Role in PSO

Monitor PSO
- Inbox
- Monitor PSO data

Provide technical assistance

Training

Targeted outreach

Celebrate PSO achievement
Training Opportunities

Next Office Hour:
• December 15, 2020 @ 2:30 p.m.

Spring “Transition Tuesdays” Webinar Series topics:
• Transition 101: January 12, 2021 @ 2:30 p.m.
• Google It! Digital Resources for Youth Autonomy and Decision-Making: February 2, 2021 @ 2:30 p.m.
• 2021 PSO Data Collection Season Prep: March 2, 2021 @ 2:30 p.m.
• Social-Emotional Learning in Transition Planning: April 6, 2021 @ 2:30 p.m.

Other Options:
• Training Request Form
• Best Practice Implementation Project
THANK YOU FOR JOINING US!

Please use this link to let us know your thoughts on today’s webinar:

Survey link: http://bit.ly/12-1Survey

Once you complete the survey you will get a link to download your professional development certificate.
Arizona Department of Education
Exceptional Student Services
Special Projects Unit
Secondary Transition Team
ESSTransition@azed.gov
PSOInbox@azed.gov
1535 W. Jefferson St. Bin #24
Phoenix, AZ 85007
(602) 542-3855
Secondary Transition Website