



# **In the Know with PSO**

2022 Post School Outcome Survey Results and  
Preparation for the Upcoming Data Collection Season



# Housekeeping

- Access the presentation at <https://padlet.com/SecondaryTransition/Tools>
- Use the chat feature to ask questions and we will address them throughout the presentation.
- Visit the PSO Jamboard to post questions and participate in some of today's activities: <https://bit.ly/PSO2023Activities>

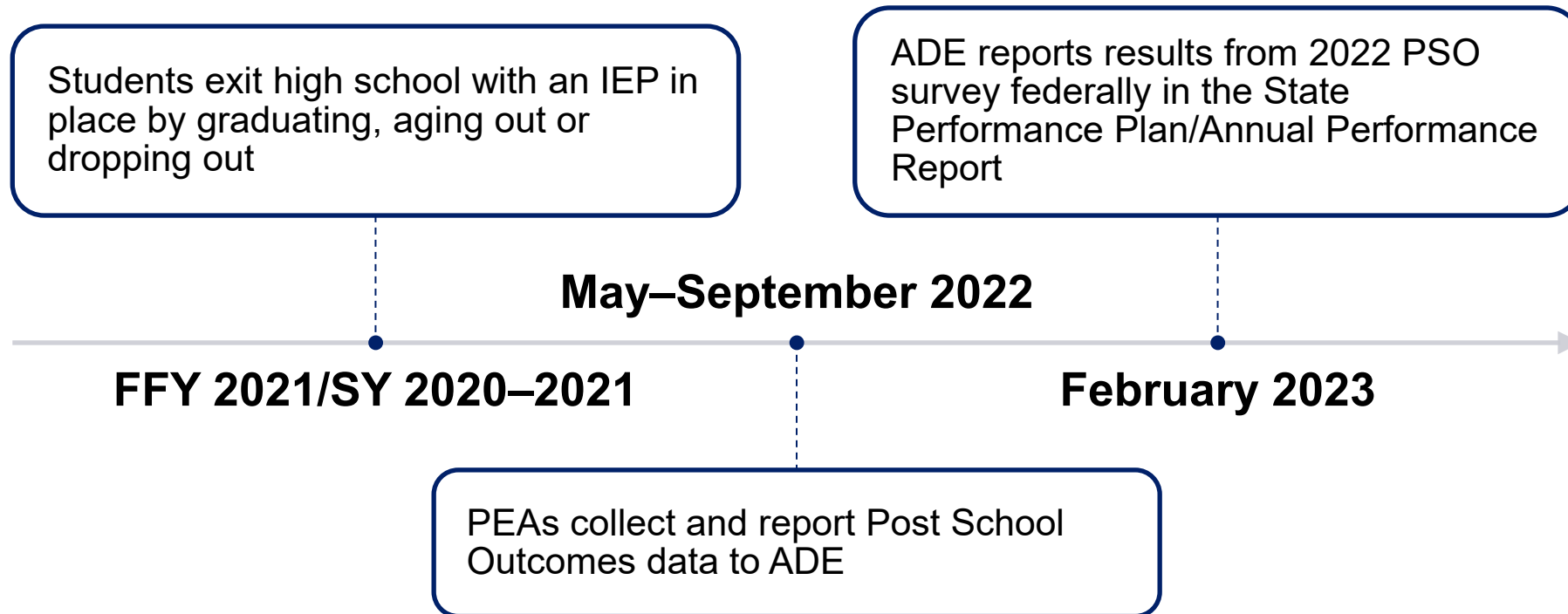
# Today's Objectives

1. Learn about the foundational concepts of PSO
2. Review the 2022 PSO statewide results
3. Explore Best Practices for Data Collection and Use
4. Prepare for the 2023 PSO Survey



# Timeline

The data represented in this presentation reflect the following timeline:



# Indicator 14

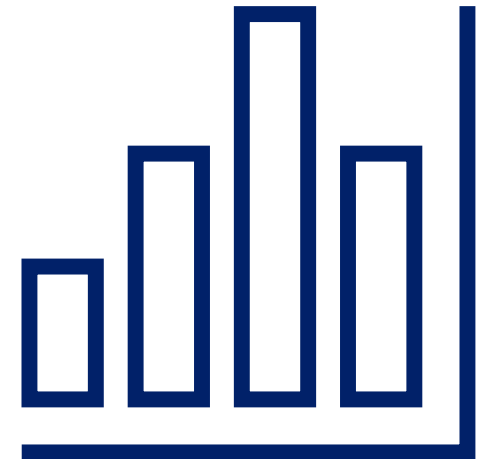
## Measurement of a student's post school engagement

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

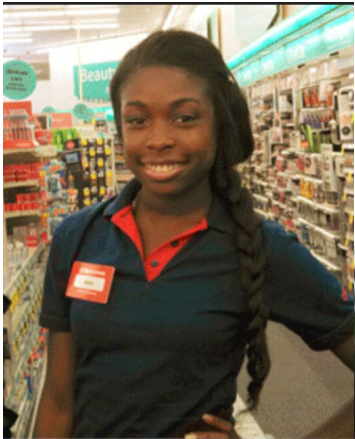
within **one year** of leaving high school.

(20 U.S.C. 1416(a)(3)(B))



# Categories of Engagement (1 of 2)

Category	Definition
Higher Education	<ul style="list-style-type: none"><li>• Enrolled full- or part-time</li><li>• Community College (2-year program)</li><li>• College/University (4- or more year program)</li><li>• 1 complete term</li></ul>
Competitive Employment	<ul style="list-style-type: none"><li>• Average 20 hours a week</li><li>• 90 days (cumulative) since leaving high school</li><li>• Includes military employment</li><li>• Worked for pay at or above the minimum wage while earning customary pay rate</li><li>• 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</li><li>• Available benefits and opportunities for advancement as those without disabilities</li></ul>



# Categories of Engagement (2 of 2)

Category	Definition
Other Postsecondary Education or Training	<ul style="list-style-type: none"><li>• Enrolled full- or part-time</li><li>• Education or training program (e.g., adult education, a vocational-technical school that is less than a 2-year program)</li><li>• 1 complete term</li></ul>
Other Employment	<ul style="list-style-type: none"><li>• Worked for pay or been self-employed</li><li>• 90 days at any time since leaving high school</li><li>• Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)</li></ul>



# PSO Survey Questions

- Survey is given June 1–September 30 every year
- 15 questions with skip logic
- Three sections
  - Postsecondary Education/Training
  - Employment
  - Optional question used to measure the impact of a major event on postsecondary engagement (i.e., COVID-19 related policies)



## Postsecondary Education/ Training

1. In the 12 months after leaving high school, were you ever enrolled in any type of school, job training, or education program?

- ☐ No ➡ Go to question 4
- ☐ Yes ➡ Go to questions 2 & 3
- ☐ No Answer

2. Did you complete an entire term? [NOTE: Term is individualized to the institution. This can be any complete term including quarter, semester, intersession, summer, or online. This could be an entire course.]

- ☐ No
- ☐ Yes
- ☐ No Answer

3. Describe the kind of school or job training program in which you were enrolled. [NOTE: Military service is considered employment.] (CHECK ONE OPTION)

- ☐ High school completion program (e.g., Adult Basic Education, GED)
- ☐ Short-term education or employment training program (e.g., WIOA Programs, Job Corps)
- ☐ Vocational, technical, trade school
- ☐ 2- or 4-year college or university
- ☐ Religious or church sponsored mission.
- ☐ Other (Specify): \_\_\_\_\_
- ☐ No Answer



# Arizona's 2022 PSO Survey Participation at a Glance

**77% response Rate, 80.0% Statewide Response Rate Goal**

**6,800** respondents out of **8,828** eligible former students who had IEPs when they exited by graduating, aging out, or dropping out during the 2020-2021 school year

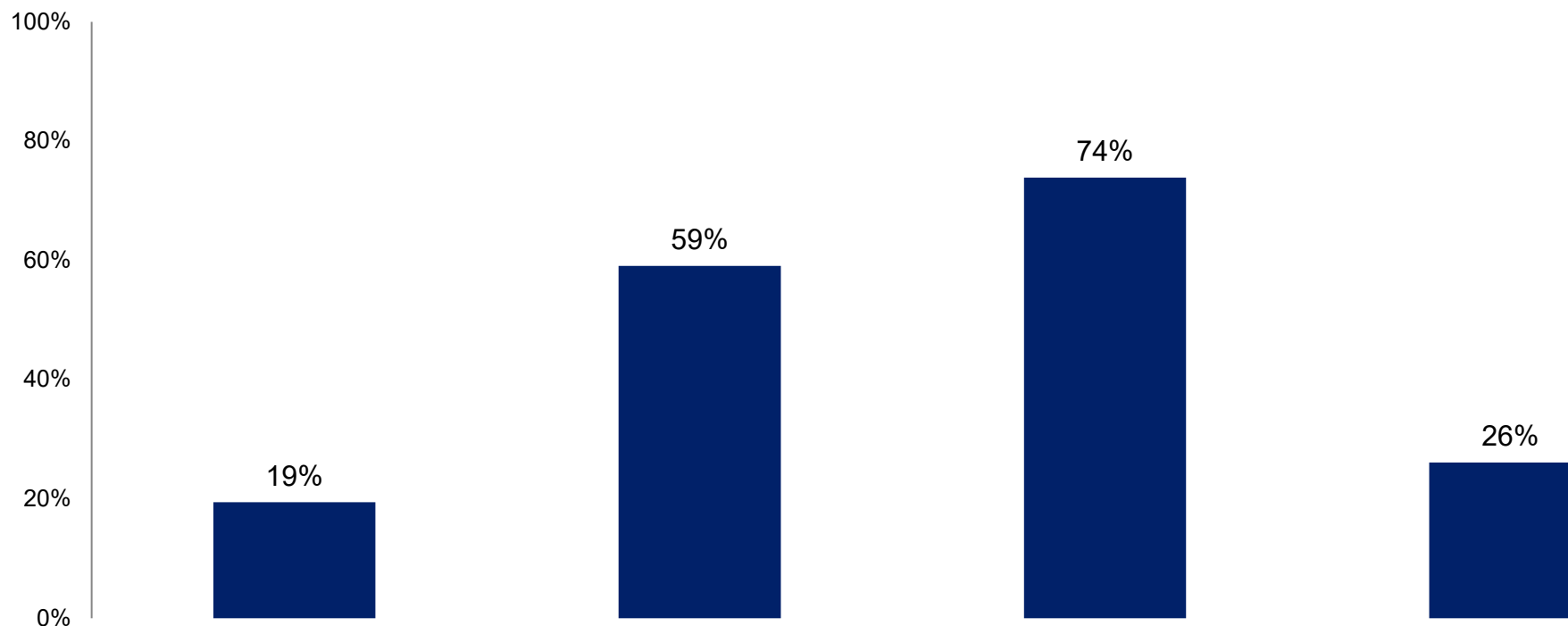
**285 PEAs** required to Survey Respondents

**Arizona PSO survey was under-representative** of respondents who exited high school by dropping out, but **representative in all other demographic categories**



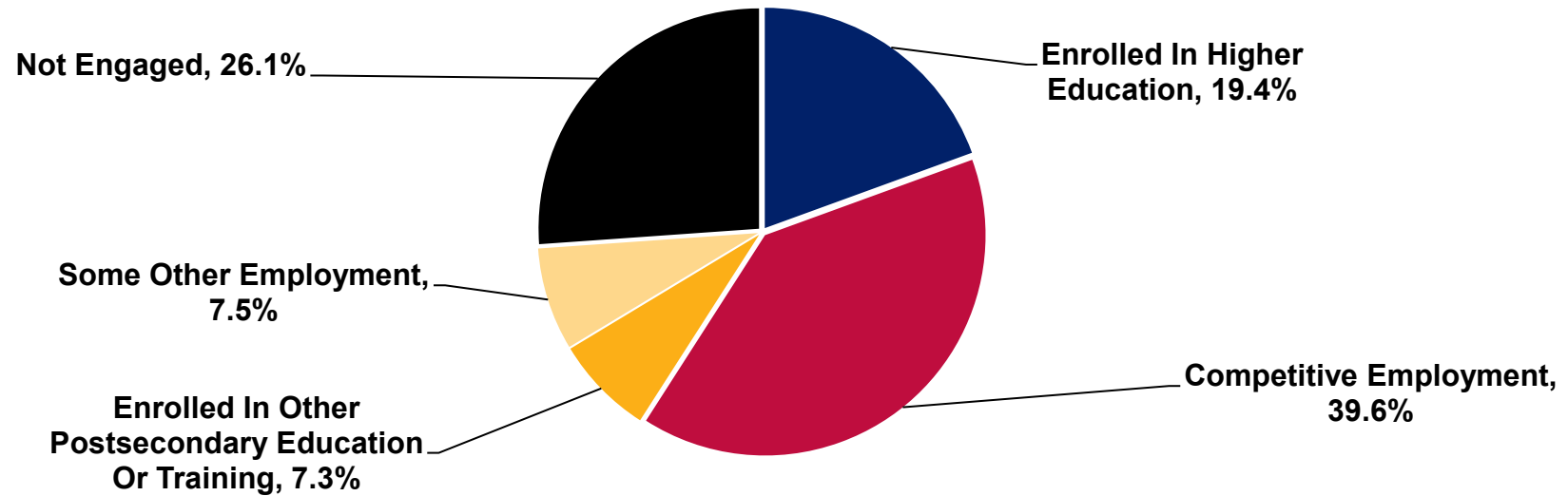
# Measurements A, B, & C

## Arizona IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for School Year 2020-2021



# Engagement Rates

State of Arizona Engagement Rates: 6800 responded for a 77% response rate.

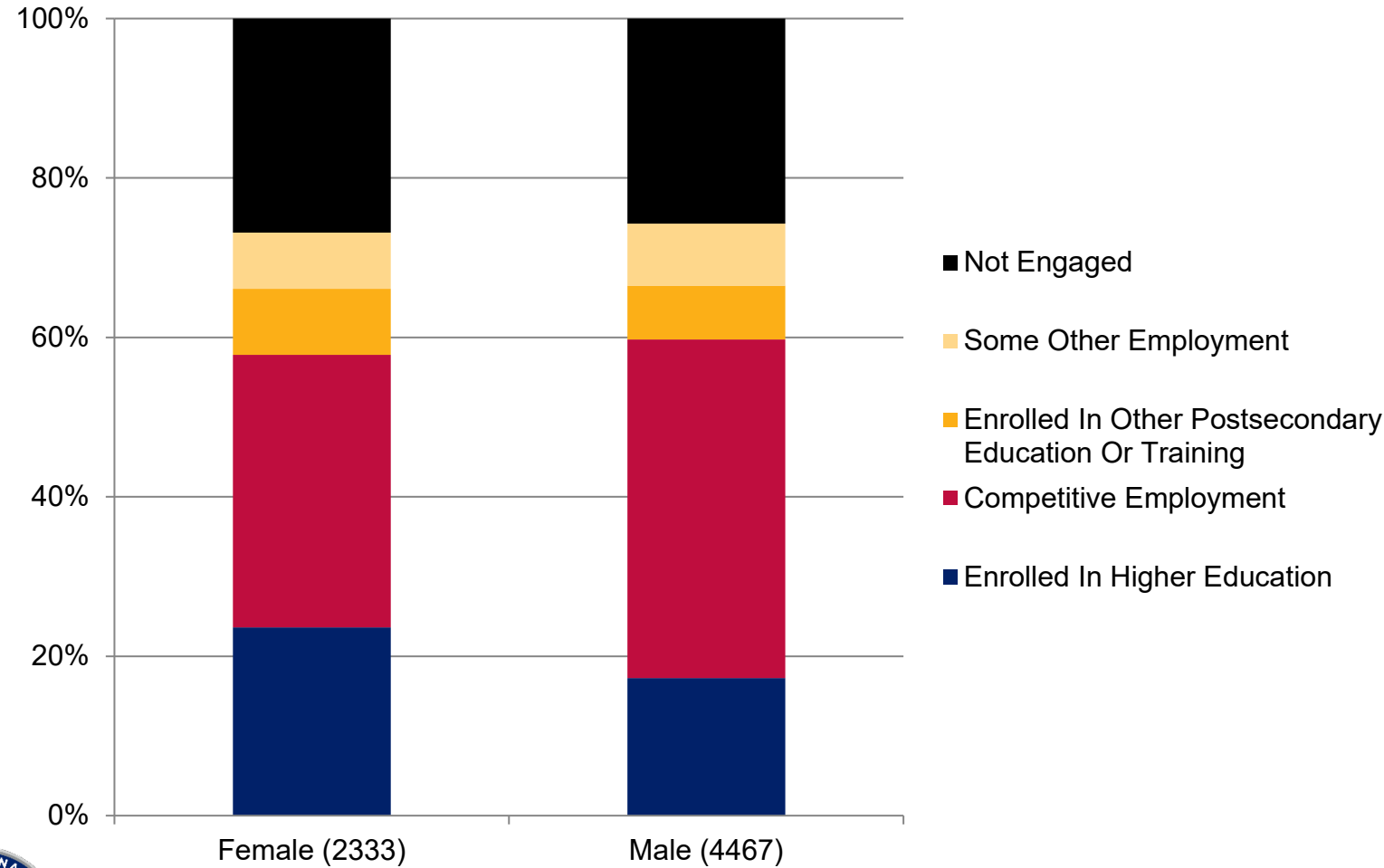


	Enrolled in Higher Education	Competitive Employment	Enrolled in Other Postsecondary Education or Training	Some Other Employment	Not Engaged
State of Arizona	19.4%	39.6%	7.3%	7.5%	26.1%



# Gender Data

State of Arizona Respondents' Post-Secondary Outcomes by Gender

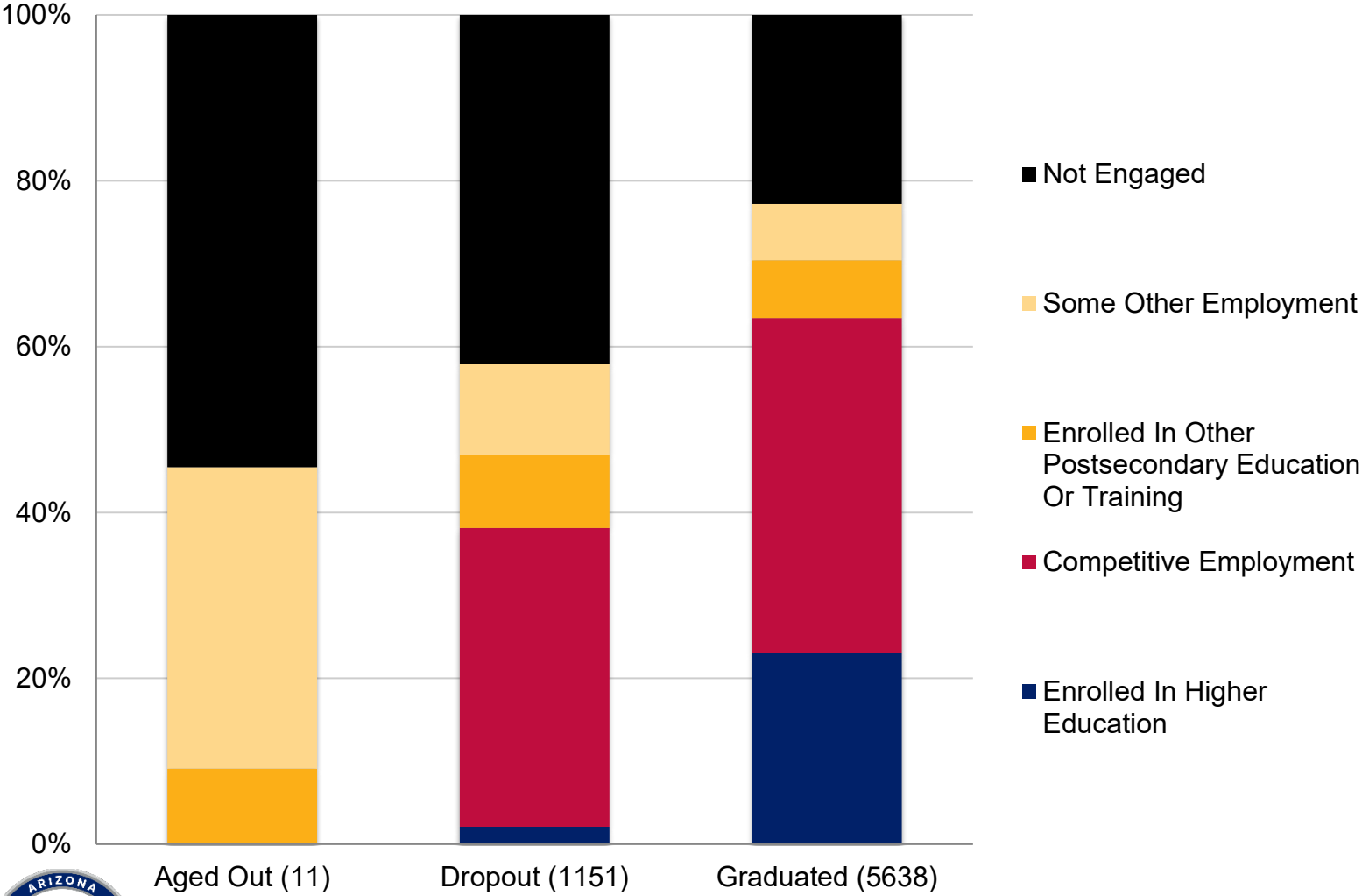


	Female	Male
Not Engaged	26.90%	25.70%
Some Other Employment	7.00%	7.80%
Enrolled in Other Postsecondary Education or Training	8.30%	6.80%
Competitive Employment	34.20%	42.50%
Enrolled in Higher Education	23.60%	17.30%



# Exit Reason Data

State of Arizona Respondents' Post-Secondary Outcomes by Exit Type

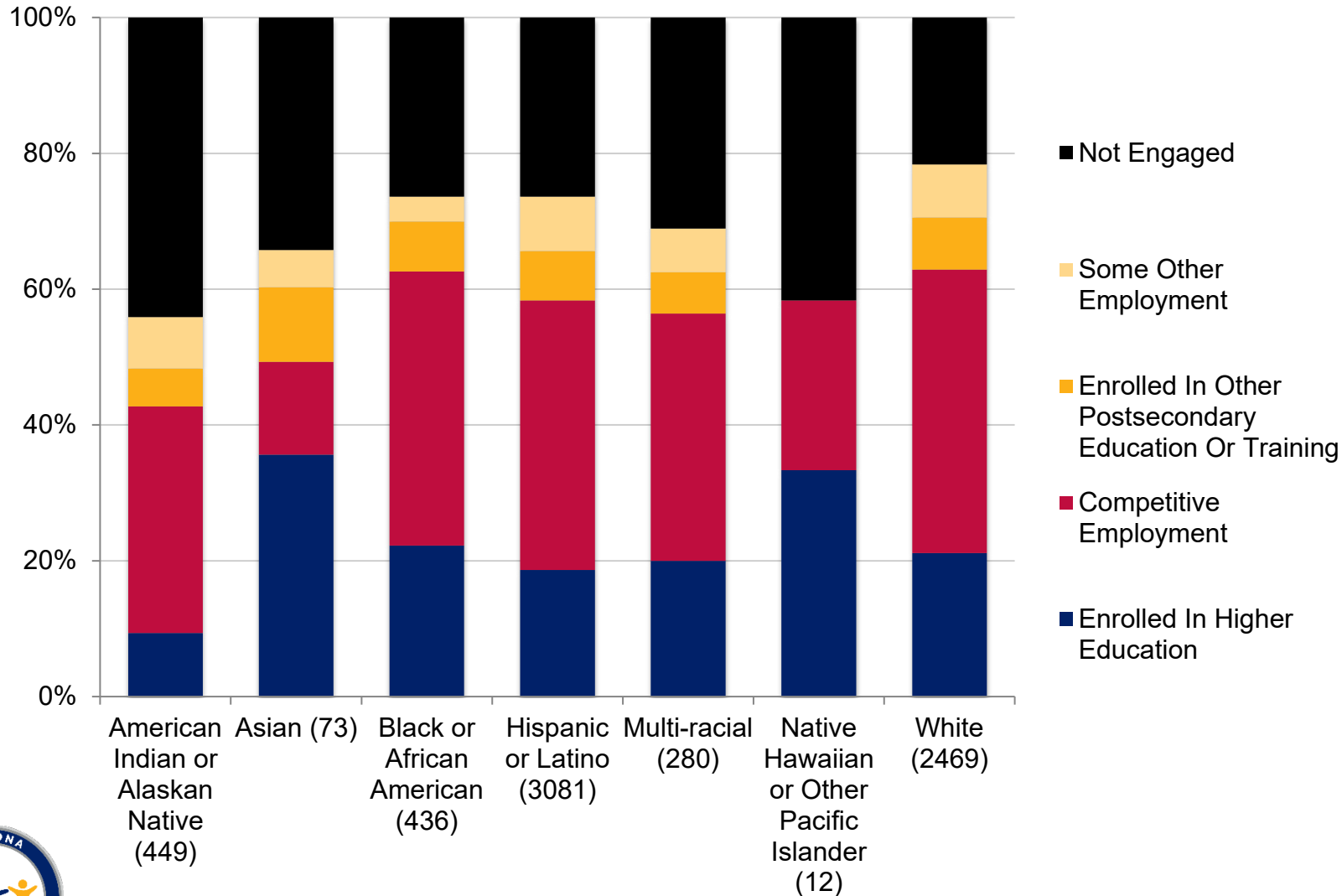


	Aged Out	Dropout	Graduated
Not Engaged	54.5%	42.1%	22.8%
Some Other Employment	36.4%	10.9%	6.8%
Enrolled in Other Postsecondary Education or Training	9.1%	8.9%	7.0%
Competitive Employment	0.0%	36.1%	40.4%
Enrolled in Higher Education	0.0%	2.1%	23.0%



# Ethnicity Data

State of Arizona Respondents' Post-Secondary Outcomes by Ethnicity

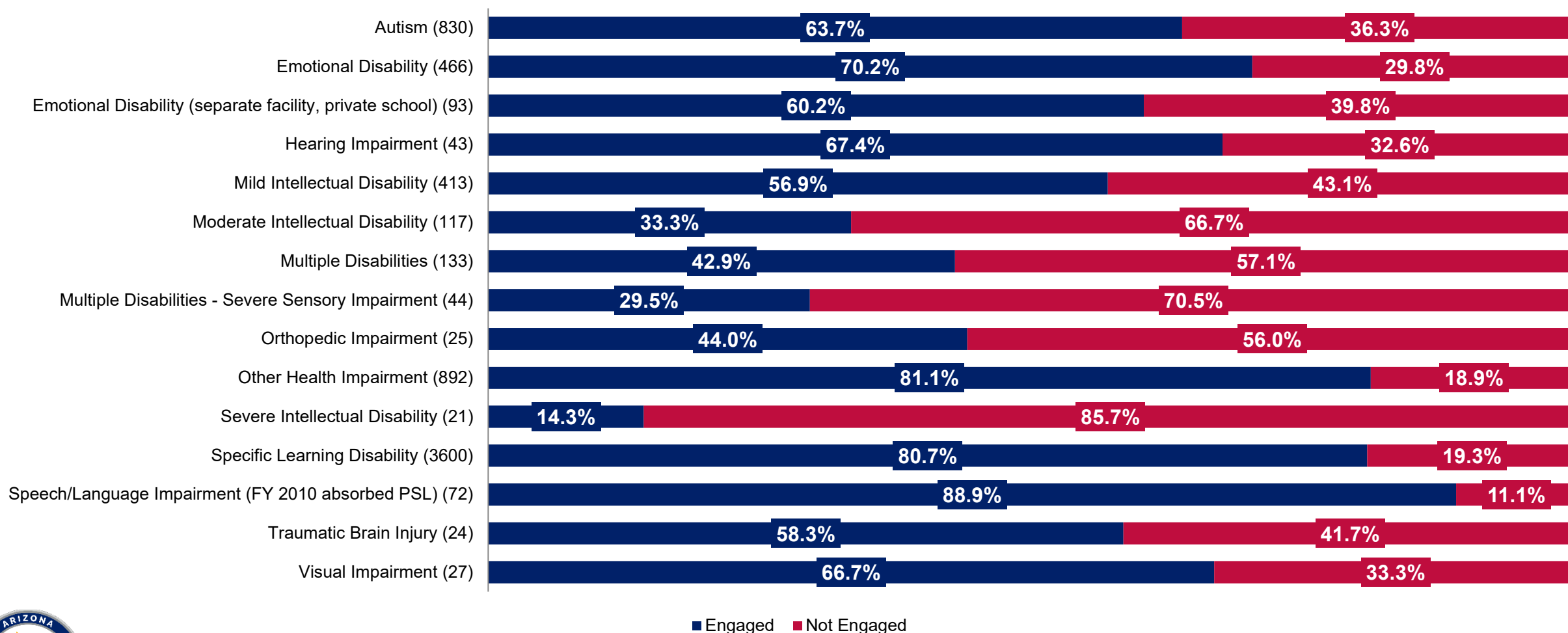


	Not Engaged	Some Other Employment	Enrolled in Other Post-secondary Education or Training	Competitive Employment	Enrolled in Higher Education
American Indian or Alaskan Native	44.10%	7.60%	5.60%	33.40%	9.40%
Asian	34.20%	5.50%	11.00%	13.40%	35.60%
Black or African American	26.40%	8.00%	7.30%	40.40%	22.20%
Hispanic or Latino	26.40%	8.00%	7.30%	39.70%	18.70%
Multi-racial	31.10%	6.40%	6.10%	36.40%	18.70%
Native Hawaiian or Other Pacific Islander	41.70%	0.00%	0.00%	25.00%	33.30%
White	21.60%	7.80%	7.70%	41.80%	21.10%



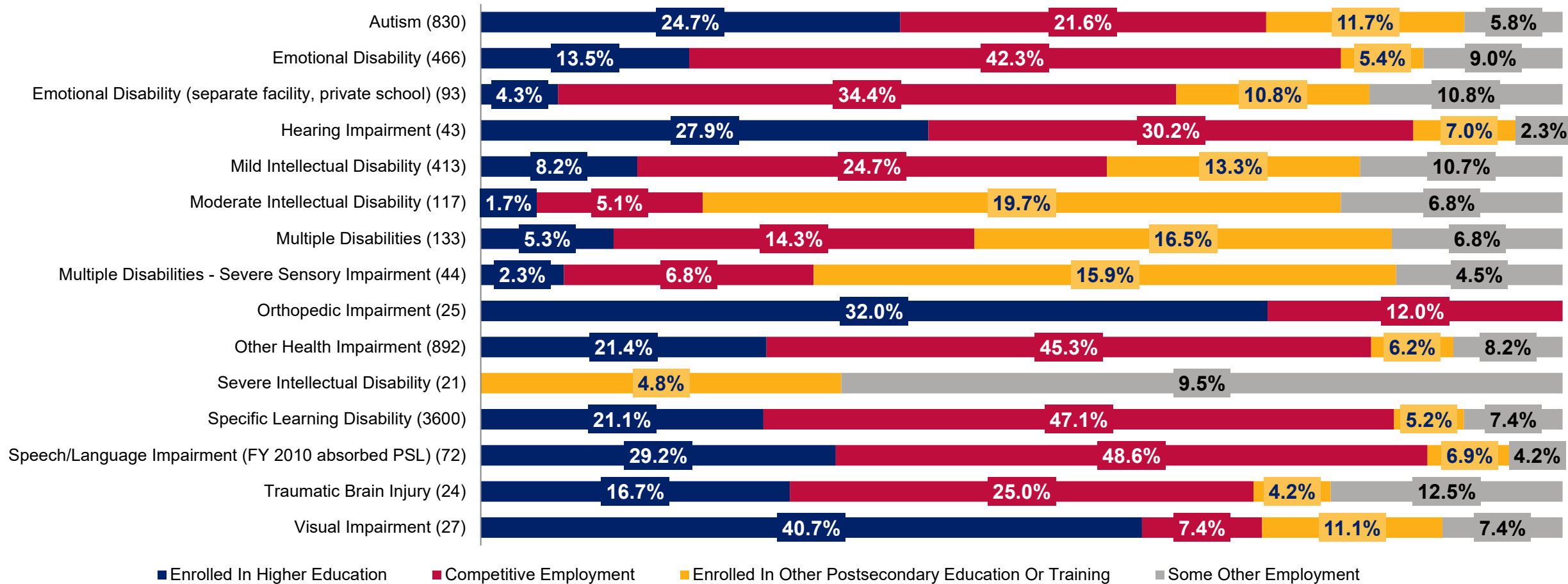
# Disability Data

## State of Arizona Respondents' Post-Secondary Outcomes by Disability Type Engaged vs Not Engaged (Extended)



# Disability Data (Extended Breakdown)

## State of Arizona Respondents' Post-Secondary Outcomes by Disability Type (Extended)

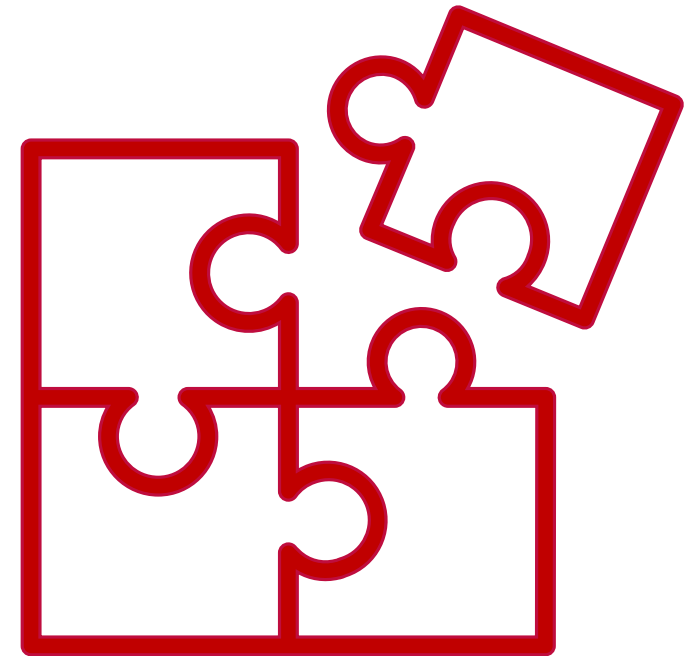




# PSO Results as a Part of the Larger Picture

IDEA Part B14 data (Indicator 14) is one out of 17 indicators for which each state collects data and reports it federally:

[Review Arizona's State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#)



# State Performance Plan Indicators

Indicator 1:  
Graduation

Indicator 2:  
Dropout

Indicator 3:  
Assessment

Indicator 4:  
Discipline  
Removal Rates  
(A: all IEP, B: by  
Race/Ethnicity)

Indicator 5:  
School-Age  
Educational  
Environments

Indicator 6:  
Preschool  
Educational  
Environments

Indicator 7:  
Preschool  
Outcomes

Indicator 8:  
Parent  
Involvement

Indicator 9:  
Disproportionality  
in Identification  
by Race/Ethnicity

Indicator 10:  
Disproportionality  
in Identification  
by Race/Ethnicity  
and Disability

Indicator 11:  
Child Find

Indicator 12:  
Preschool  
Transition


Indicator 13:  
Secondary  
Transition


Indicator 14:  
Post School  
Outcomes

Indicator 15:  
Resolution  
Sessions

Indicator 16:  
Mediation

Indicator 17:  
State Systemic  
Improvement Plan

 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP



[Link to Summarized Descriptions of IDEA Part B Indicators](#)

# 2023 Timeline: Planning for the PSO Survey

## Mid-January to May

**Review PEA student lists (early and often for accuracy)**

Contact and offer engagement resources to dropouts

Continue data analysis and use

## June to September

PSO Survey data collection for former students who exited during the 2021–2022 school year.

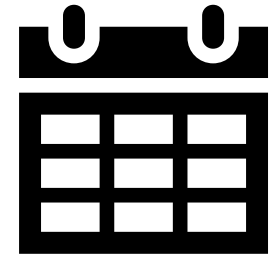
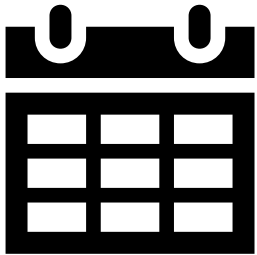
- Input survey responses into the PSO application

## October to January

Confirm PEA users have access to the PSO Application

Introduce the PSO Survey to current seniors

**Analyze your data!**



# PSO Application and Data Collection Protocol

- The PSO data collection system uses a **secure application** as part of **ADEConnect**
- The application includes an **auto-population of student demographic information and exit reason** imported from the Arizona Educational Data Standards (AzEDS)
- **PEAs designate school personnel** to contact former students, designated family members (i.e., parents, grandparents, guardians), or state agency representatives to **conduct interviews and input survey data** into the PSO application
  - PEAs are welcome to collect and record data using **individualized methods** (i.e., email, texting, online platforms, in-person, electronic record keeping, paper record keeping, etc.)
  - PEAs must make a **minimum of three contact attempts** to complete the survey
  - Data collection may begin at 12:01 am on June 1 and all data must be entered into the online PSO application by the deadline of 11:59 pm on September 30



# Data-Based Decision Making: How to Use Your PSO Data

This template can be used as you review PSO data and identify a focus population, [Predictors of Post School Success](#), and action-planning steps to support post-school engagement for students with disabilities.

District: \_\_\_\_\_

Campus: \_\_\_\_\_



## Areas of Improvement

**PSO Data** – Review your PSO data and identify potential areas that need improvement to develop a focus statement for your action plan.

	Engagement Category	Gender	Race/Ethnicity	Exit Reason	Disability Category
<b>Category</b> <i>Identify areas that have low participation and/or engagement rates</i>	<input type="checkbox"/> Higher Education <input type="checkbox"/> Competitive Employment <input type="checkbox"/> Other Postsecondary Education or Training <input type="checkbox"/> Other Employment	<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multi-racial <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White	<input type="checkbox"/> Aged Out <input type="checkbox"/> Drop Out <input type="checkbox"/> Graduated	<input type="checkbox"/> Autism <input type="checkbox"/> Emotional Disability <input type="checkbox"/> Emotional Disability (separate facility, private school) <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Mild Intellectual Disability <input type="checkbox"/> Moderate Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Multiple Disabilities-Severe <input type="checkbox"/> Sensory Impairment <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Severe Intellectual Disability <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech/Language Impairment (FY 2010 absorbed PSL) <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment
<b>Notes</b> <i>Support your choices with data</i>					

**Interested in this process? Reach out to the Secondary Transition team at [PSOInbox@azed.gov](mailto:PSOInbox@azed.gov)**



# Next Steps Before the Season Starts

- Analyze your season results
- Confirm contact information for eligible former students
- Help seniors and their families become familiar with PSO
- Continue Robust Transition Planning with current students

## Key PSO Tools:

- [ADE/ESS Secondary Transition PSO Page](#)
- [PSO Padlet](#)
  - [Survey Marketing Materials](#)
  - [Sample PSO Contact Form](#)

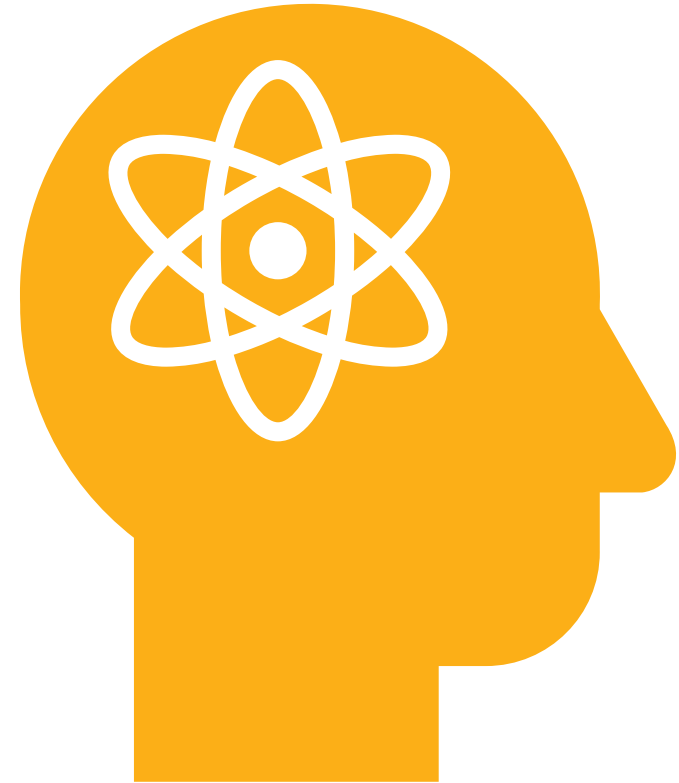


# Expand your PSO Understanding

Describe one area of PSO data collection and use that you would like to learn more about.

*Example areas include:*

- *Step-by-step help in pulling data reports*
- *Utilizing the Data-Based Decision-Making tool*
- *Identifying ways to improve postsecondary engagement*



Visit the PSO Jamboard to post your responses:

<https://bit.ly/PSO2023Activities>



# Stay in Touch Throughout the Year

Sign up for our email lists to stay up to date on professional learning opportunities and important announcements:

- [PSO email list](#)
- [Secondary Transition email list](#)

Keep us informed on who is supporting PSO for your school with [the PSO Point of Contact form](#).





# Contact Information

## **Arizona Department of Education Exceptional Student Services**

Special Projects Unit  
Secondary Transition Team

[ESSTransition@azed.gov](mailto:ESSTransition@azed.gov)

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