



FY 24 Teacher Attrition Survey Section A—Special Education Directors

	Question:	Answer:
Q1	How many years has the special education director been in his or her current position?	
Q2	How many total years of experience as a special education director does the director have? Include the number of years in previous and current positions.	
Q3	Is the special education director employed by the PEA or a contract agency? Select one.	<input type="checkbox"/> Employed by the PEA <input type="checkbox"/> Employed by a contract agency
Q4	Does the special education director have an administrative certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No, the special education director does not have an administrative certificate. (If "No" is selected, skip to Section A Q6)
Q5	You selected "Yes" for the previous question, "Does the special education director have an administrative certificate?" Select all that apply.	<input type="checkbox"/> Director of Special Education <input type="checkbox"/> Principal <input type="checkbox"/> Superintendent <input type="checkbox"/> Supervisor
Q6	Does the special education director currently hold, or has he or she ever held, one or more of the following?	<input type="checkbox"/> Occupational or Physical Therapist License <input type="checkbox"/> School Psychologist Certificate <input type="checkbox"/> Special Education Teaching Certificate <input type="checkbox"/> Speech-Language Pathologist/Technician Certificate/License <input type="checkbox"/> Certificate, license, or degree in another field related to special education <input type="checkbox"/> The special education director does not hold any of the listed certificates or licenses.
Q7	If you selected "certificate, license, or degree in another field related to special education" for the previous question, please specify more detail here. If you did not select this answer, enter "N/A."	

Teacher Attrition Survey Section B—Special Education Teachers

	Question:	Answer:
Q1	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the number of FTE special education teacher new hires employed by October 1?	
	Of the FTE special education teacher new hires employed by October 1, what was the number of FTE for teachers of preschool students with disabilities?	
	What was the number of FTE special education teacher new hires employed by October 1 experiencing their first year of teaching?	
	How many special education teachers experiencing their first year of teaching are being mentored by experienced special education teachers in the current fiscal year?	
	What was the number of FTE special education teacher vacancies not filled (open) as of October 1?	
	Of the FTE special education teacher vacancies not filled (open) as of October 1, what was the number of FTE for teachers of preschool students with disabilities?	
	What was the number of FTE from the previous fiscal year special education employed staff who returned to teach special education in the current fiscal year?	
	Of the FTE from the previous fiscal year special education employed staff who returned to teach special education in the current fiscal year, what was the number of FTE for teachers of preschool students with disabilities?	
	What was the number of FTE from the previous fiscal year special education employed staff who did not return to teach special education in the current fiscal year?	
	Of those special education teachers who did not return to teach special education in the current fiscal year, how many FTE have left the teaching profession?	
	What was the number of FTE from the previous fiscal year special education teachers that retired, were disabled, died, or moved out of state?	

	Question:	Answer:
	What was the number of FTE special education teachers filled by a contract agency (e.g., procured written agreement) as of October 1?	
	Of the FTE special education teachers filled by a contract agency (e.g., procured written agreement) as of October 1, what was the number of FTE for teachers of preschool students with disabilities?	
	What number of special education teacher new hires are recent graduates of an in-state (Arizona) public or private college or university (graduated between July 1, 2022, and June 30, 2023, or later)?	
	What number of special education teacher new hires are recent graduates of an out-of-state public or private college or university (graduated between July 1, 2022, and June 30, 2023, or later)?	

Teacher Attrition Survey Section C—Related Service Providers

Physical Therapists

	Question:	Answer:
Q1	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the total number of FTE Physical Therapists (PTs) (licensed by the Arizona State Board of Physical Therapy) employed by the PEA as of October 1?	
	What was the total number of FTE Physical Therapists (PTs) (licensed by the Arizona State Board of Physical Therapy) filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE Physical Therapists (PTs) (licensed by the Arizona State Board of Physical Therapy) not filled (open) by October 1?	

Teacher Attrition Survey Section C—Related Service Providers Speech-Language Pathologists/Technicians/SLPAs

	Question:	Answer:
Q2	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the number of FTE Master's-level Speech-Language Pathologists (SLPs) (licensed by the Arizona Department of Health Services with ADE certification) employed by the PEA as of October 1?	
	What was the number of FTE Master's-level Speech-Language Pathologists (SLPs) (licensed by the Arizona Department of Health Services with ADE certification) filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE Master's-level Speech-Language Pathologists (SLPs) (licensed by the Arizona Department of Health Services with ADE certification) not filled (open) by October 1?	
	What was the number of FTE SLPAs (licensed by the Arizona Department of Health Services) employed by the PEA as of October 1?	
	What was the number of FTE SLPAs (licensed by the Arizona Department of Health Services) filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE SLPAs (licensed by the Arizona Department of Health Services) not filled (open) as of October 1?	
	What was the number of FTE Bachelor's level Speech-Language Technicians (licensed by the Arizona Department of Health Services with ADE certification) employed by the PEA as of October 1?	
	What was the number of FTE Bachelor's level Speech-Language Technicians (licensed by the Arizona Department of Health Services with ADE certification) filled by a contract agency (e.g., procured written agreement) as of October 1?	

Teacher Attrition Survey Section C—Related Service Providers Occupational Therapists/COTAs

	Question:	Answer:
Q3	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the number of FTE Occupational Therapists (OTs) (licensed by the Arizona Board of Occupational Therapy Examiners) employed by the PEA as of October 1?	
	What was the number of FTE Occupational Therapists (OTs) (licensed by the Arizona Board of Occupational Therapy Examiners) filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE Occupational Therapists (OTs) (licensed by the Arizona Board of Occupational Therapy Examiners) not filled (open) as of October 1?	
	What was the number of FTE Certified Occupational Therapy Assistants (COTAs) (licensed by the Arizona Board of Occupational Therapy Examiners), employed by the PEA as of October 1?	
	What was the number of FTE Certified Occupational Therapy Assistants (COTAs) (licensed by the Arizona Board of Occupational Therapy Examiners), filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE Certified Occupational Therapy Assistants (COTAs) (licensed by the Arizona Board of Occupational Therapy Examiners) not filled (open) as of October 1?	

Teacher Attrition Survey Section C—Related Service Providers Sign Language Interpreters

	Question:	Answer:
Q4	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the total FTE of qualified (3.5 or higher on the EIPA) sign language interpreters hired by the PEA as of October 1?	
	What was the number of FTE qualified (3.5 or higher on the EIPA) sign language interpreters filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of qualified (3.5 or higher on the EIPA) sign language interpreter positions not filled (open) as of October 1?	

Teacher Attrition Survey Section C—Related Service Providers

School Psychologists

	Question:	Answer:
Q5	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the number of FTE School Psychologists employed by the PEA as of October 1?	
	Of the number of FTE School Psychologists employed by the PEA as of October 1, what was the number of FTE School Psychologists licensed by the Arizona Board of Psychologist Examiners?	
	What was the number of FTE School Psychologists filled by a contract agency (e.g., procured written agreement) as of October 1?	
	Of the number of FTE School Psychologists filled by a contract agency (e.g., procured written agreement) as of October 1, what was the number of FTE School Psychologists licensed by the Arizona Board of Psychologist Examiners?	
	What was the number of FTE School Psychologists not filled (open) as of October 1?	

Teacher Attrition Survey Section C—Related Service Providers O&M/Teachers of Visually Impaired/Teachers of the Deaf/Hard of Hearing

	Question:	Answer:
Q6	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the number of FTE Orientation & Mobility Specialists employed by the PEA as of October 1?	
	What was the number of FTE Orientation & Mobility Specialists filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE Orientation & Mobility Specialists not filled (open) by October 1?	
	What was the number of FTE teachers of the visually impaired employed by the PEA as of October 1?	
	What was the number of FTE teachers of the visually impaired filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE teachers of the visually impaired not filled (open) by October 1?	
	What was the number of FTE teachers of the deaf/hard of hearing employed by the PEA as of October 1?	
	What was the number of FTE teachers of the deaf/hard of hearing filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the number of FTE teachers of the deaf/hard of hearing not filled (open) by October 1?	

Teacher Attrition Survey Section D—Special Education Paraprofessionals

	Question:	Answer:
Q1	Please enter numbers for the following questions (decimals accepted). Please note that you must answer each question, even if the answer is 0 (zero).	
	What was the total number of FTE special education paraprofessionals (paraprofessional working under the direct supervision of a special education certified teacher) employed by the PEA as of October 1?	
	What was the total number of FTE special education paraprofessionals (paraprofessional working under the direct supervision of a special education certified teacher) filled by a contract agency (e.g., procured written agreement) as of October 1?	
	What was the total number of FTE special education paraprofessionals (paraprofessional working under the direct supervision of a special education certified teacher) not filled (open) by October 1?	

Teacher Attrition Survey Section E—Special Education Personnel

	Question:	Answer:
Q1	Did any special education teacher(s) (non-preschool) leave their position?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If "No" is selected, skip to Section E Q4)
Q2	What were the main reasons (other than retirement, disability, or death) that special education teachers (non-preschool) left their positions? Select all that apply.	<input type="checkbox"/> Better paying position <input type="checkbox"/> Career change <input type="checkbox"/> Contract was not renewed due to poor performance <input type="checkbox"/> Contract was not renewed due to position being eliminated <input type="checkbox"/> Family reasons <input type="checkbox"/> Health-related reasons <input type="checkbox"/> International visa expired <input type="checkbox"/> Lack of mentoring <input type="checkbox"/> Lack of opportunity for advancement <input type="checkbox"/> Lack of support from district office or school-based administration <input type="checkbox"/> Left to work for a contract agency <input type="checkbox"/> Moved (in-state) <input type="checkbox"/> Moved (out-of-state) <input type="checkbox"/> Position change within district/charter <input type="checkbox"/> Workload/caseload <input type="checkbox"/> Work-related stress <input type="checkbox"/> Unknown
Q3	Please provide any additional comments about the main reason (other than retirement, disability, or death) that special education teachers (non-preschool) left their positions. If you do not have any comments to add, enter "N/A."	
Q4	Did any special education preschool teacher(s) leave their position?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If "No" is selected, skip to Section E Q7)

	Question:	Answer:
Q5	What were the main reasons (other than retirement, disability, or death) that special education preschool teachers left their positions? Select all that apply.	<input type="checkbox"/> Better paying position <input type="checkbox"/> Career change <input type="checkbox"/> Contract was not renewed due to poor performance <input type="checkbox"/> Contract was not renewed due to position being eliminated <input type="checkbox"/> Family reasons <input type="checkbox"/> Health-related reasons <input type="checkbox"/> International visa expired <input type="checkbox"/> Lack of mentoring <input type="checkbox"/> Lack of opportunity for advancement <input type="checkbox"/> Lack of support from district office or school-based administration <input type="checkbox"/> Left to work for a contract agency <input type="checkbox"/> Moved (in-state) <input type="checkbox"/> Moved (out-of-state) <input type="checkbox"/> Position change within district/charter <input type="checkbox"/> Workload/caseload <input type="checkbox"/> Work-related stress <input type="checkbox"/> Unknown
Q6	Please provide any additional comments about the main reason (other than retirement, disability, or death) that special education preschool teachers left their positions. If you do not have any comments to add, enter "N/A."	
Q7	Did any special education related service provider(s) leave their position?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If "No" is selected, skip to Section E Q10)

	Question:	Answer:
Q8	What were the main reasons (other than retirement, disability, or death) that related service providers left their positions? Select all that apply.	<input type="checkbox"/> Better paying position <input type="checkbox"/> Contract was not renewed due to poor performance <input type="checkbox"/> Contract was not renewed due to position being eliminated <input type="checkbox"/> Family reasons <input type="checkbox"/> Health-related reasons <input type="checkbox"/> Lack of resources <input type="checkbox"/> Lack of support from district office or school-based administration <input type="checkbox"/> Left to work for a contract agency <input type="checkbox"/> Moved (in-state) <input type="checkbox"/> Moved (out-of-state) <input type="checkbox"/> Too little time for planning and collaboration <input type="checkbox"/> Workload/caseload <input type="checkbox"/> Work-related stress <input type="checkbox"/> Unknown
Q9	Please provide any additional comments about the main reason (other than retirement, disability, or death) that related service providers left their positions. If you do not have any comments to add, enter "N/A."	
Q10	Did the special education director(s) leave their position?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If "No" is selected, skip to Section E Q13)

	Question:	Answer:
Q11	What were the main reasons (other than retirement, disability, or death) that the special education director(s) left their position? Select all that apply.	<input type="checkbox"/> This information was not asked of special education director(s) <input type="checkbox"/> Confronting increased special education teacher shortages <input type="checkbox"/> Contract was not renewed due to poor performance <input type="checkbox"/> Contract was not renewed due to position being eliminated <input type="checkbox"/> Family reasons <input type="checkbox"/> Health-related reasons <input type="checkbox"/> Lack of support from district office or school-based administration <input type="checkbox"/> Left to work for a contract agency <input type="checkbox"/> Moved (in-state) <input type="checkbox"/> Moved (out-of-state) <input type="checkbox"/> Workload <input type="checkbox"/> Work-related stress <input type="checkbox"/> Unknown
Q12	Please provide any additional comments about the main reason (other than retirement, disability, or death) that special education directors left their positions. If you do not have any comments to add, enter "N/A."	
Q13	Did any special education paraprofessional(s) leave their position?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If "No" is selected, skip to Section E Q16)

	Question:	Answer:
Q14	What were the main reasons (other than retirement, disability, or death) that special education paraprofessionals left their positions? Select all that apply.	<input type="checkbox"/> Better paying position <input type="checkbox"/> Career change <input type="checkbox"/> Contract was not renewed due to poor performance <input type="checkbox"/> Contract was not renewed due to position being eliminated <input type="checkbox"/> Family reasons <input type="checkbox"/> Health-related reasons <input type="checkbox"/> Lack of benefits <input type="checkbox"/> Lack of training and/or support <input type="checkbox"/> Moved (in-state) <input type="checkbox"/> Moved (out-of-state) <input type="checkbox"/> Position change within district/charter <input type="checkbox"/> Workload <input type="checkbox"/> Work-related stress <input type="checkbox"/> Unknown
Q15	Please provide any additional comments about the main reason (other than retirement, disability, or death) that special education paraprofessionals left their positions. If you do not have any comments to add, enter "N/A."	
Q16	When your special education staff leave their positions, do you provide an opportunity for them to complete an exit survey or an exit interview?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Teacher Attrition Survey Section F—Special Education Personnel Retention

	Question:	Answer:
Q1	Which of the following special education personnel retention strategies does your PEA employ? Select all that apply.	<input type="checkbox"/> 6/5 contracts (additional pay for extra work associated with large caseload) <input type="checkbox"/> Bonus for returning teachers <input type="checkbox"/> Bonus if returning teacher signs contract early <input type="checkbox"/> Competitive salary <input type="checkbox"/> Longevity bonus <input type="checkbox"/> Mid-year retention bonus <input type="checkbox"/> On-site daycare or preschool for children of staff <input type="checkbox"/> Pay for professional membership (CEC, ArSHA, AASP, etc.) <input type="checkbox"/> Pay for related service provider's license and/or credentialing renewal <input type="checkbox"/> Relocation assistance <input type="checkbox"/> Stipends <input type="checkbox"/> Summer work for teachers <input type="checkbox"/> Teacher housing <input type="checkbox"/> Tuition assistance or reimbursement <input type="checkbox"/> Alternative work schedule: 4-day school week <input type="checkbox"/> Alternative work schedule: year-round calendar <input type="checkbox"/> Protected planning time <input type="checkbox"/> Provide substitute for "paperwork" days <input type="checkbox"/> Remote/work from home opportunities <input type="checkbox"/> Formal opportunities to collaborate with general education teachers <input type="checkbox"/> Formal opportunities to collaborate with other special education teachers/related service providers <input type="checkbox"/> Funds for materials <input type="checkbox"/> Funds for professional development <input type="checkbox"/> Induction programs <input type="checkbox"/> Instructional coaching <input type="checkbox"/> Mentoring <input type="checkbox"/> Peer-to-peer observation and feedback <input type="checkbox"/> Targeted professional learning for principals on special education-related topics <input type="checkbox"/> Targeted professional learning opportunities for special education teachers

		<input type="checkbox"/> Targeted professional learning opportunities for paraprofessionals <input type="checkbox"/> Teacher leadership opportunities <input type="checkbox"/> Teacher voice in decision-making <input type="checkbox"/> Other incentives not listed above <input type="checkbox"/> None
Q2	If you checked "Other incentives not listed above" in the previous question, please provide further detail. If this question does not apply, enter "N/A."	