



Exceptional Student Services (ESS) Special Education Advisory Panel (SEAP)

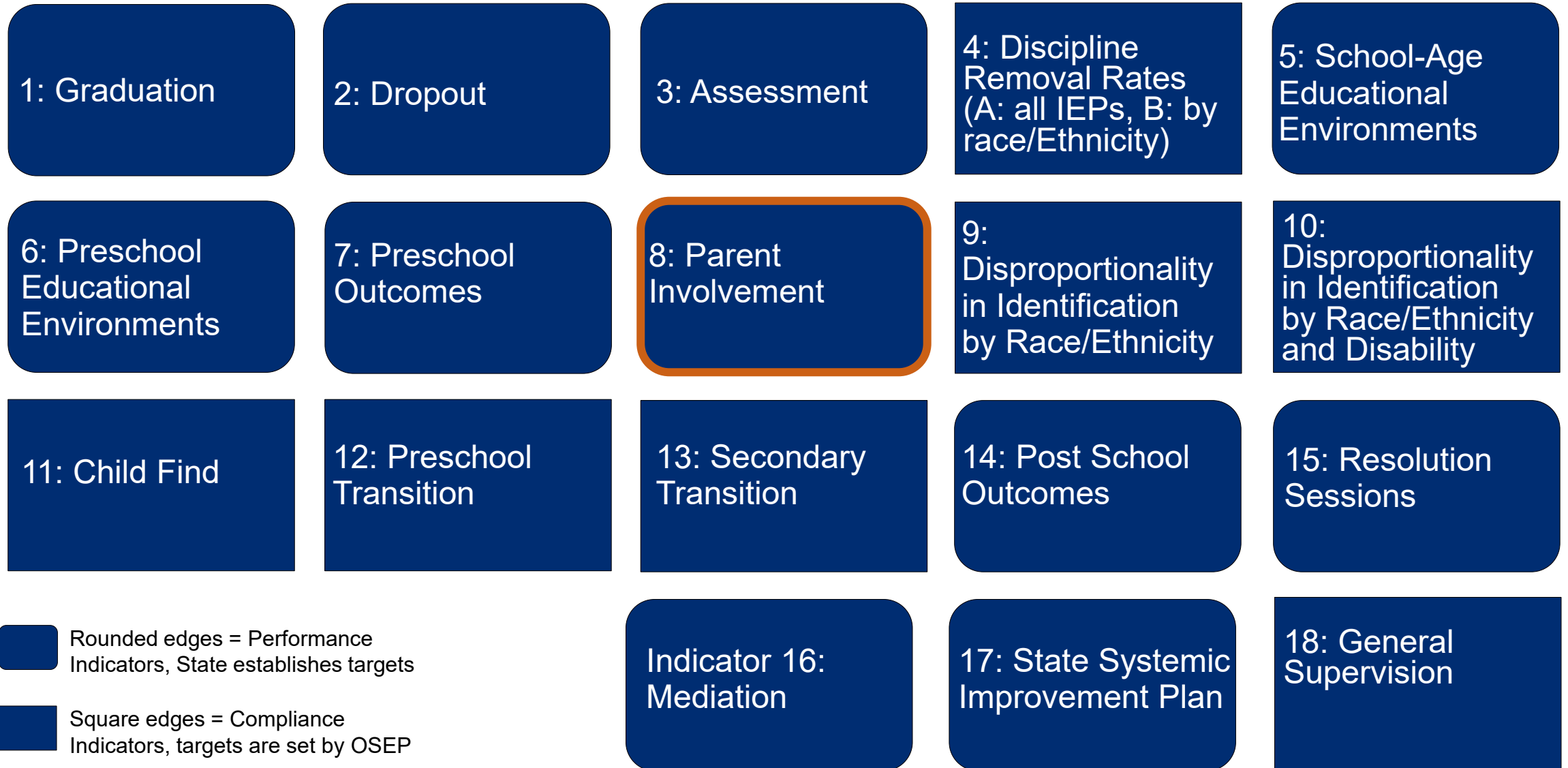
Indicators 8,11,12,13 and 14 for Federal Fiscal Year
2024 State Performance Plan and
Annual Performance Report

November 2025

State Performance Plan Indicators

Summarized Descriptions of
IDEA Part B Indicators

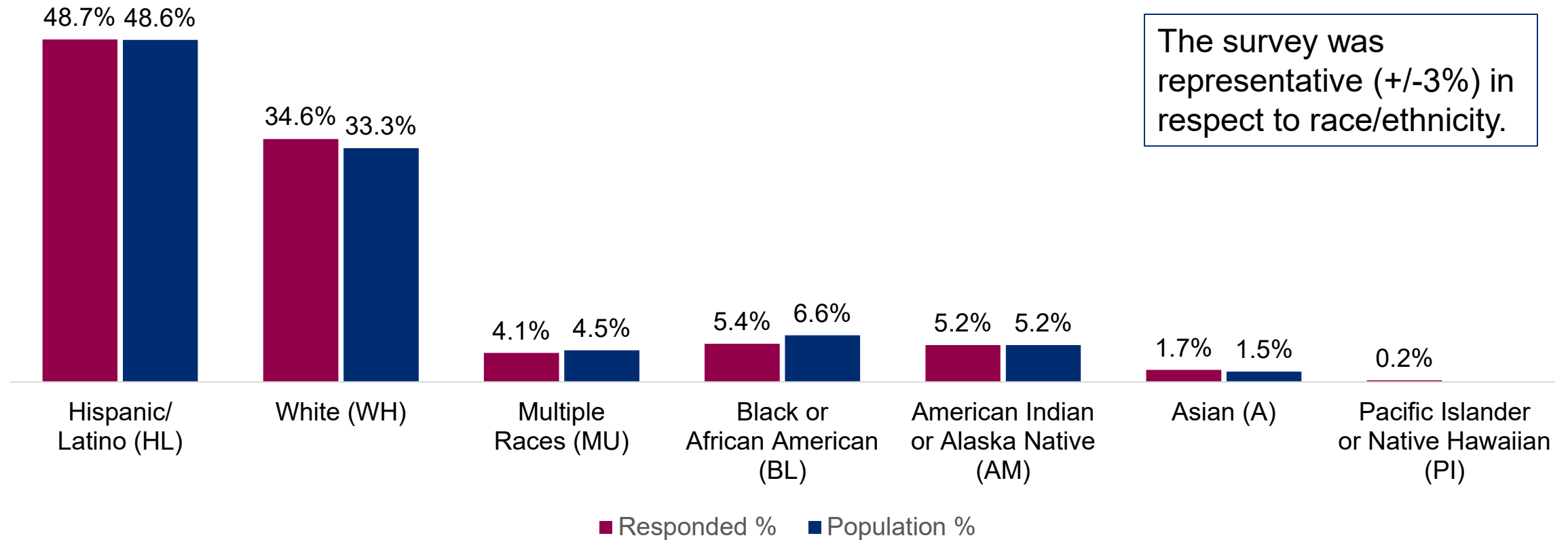
Indicator 8: Parent Involvement



Indicator 8: Parent Involvement Introduction

- Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
- Data Source: Annual parent survey

Indicator 8: Responses by Race/Ethnicity, SY 2024–2025

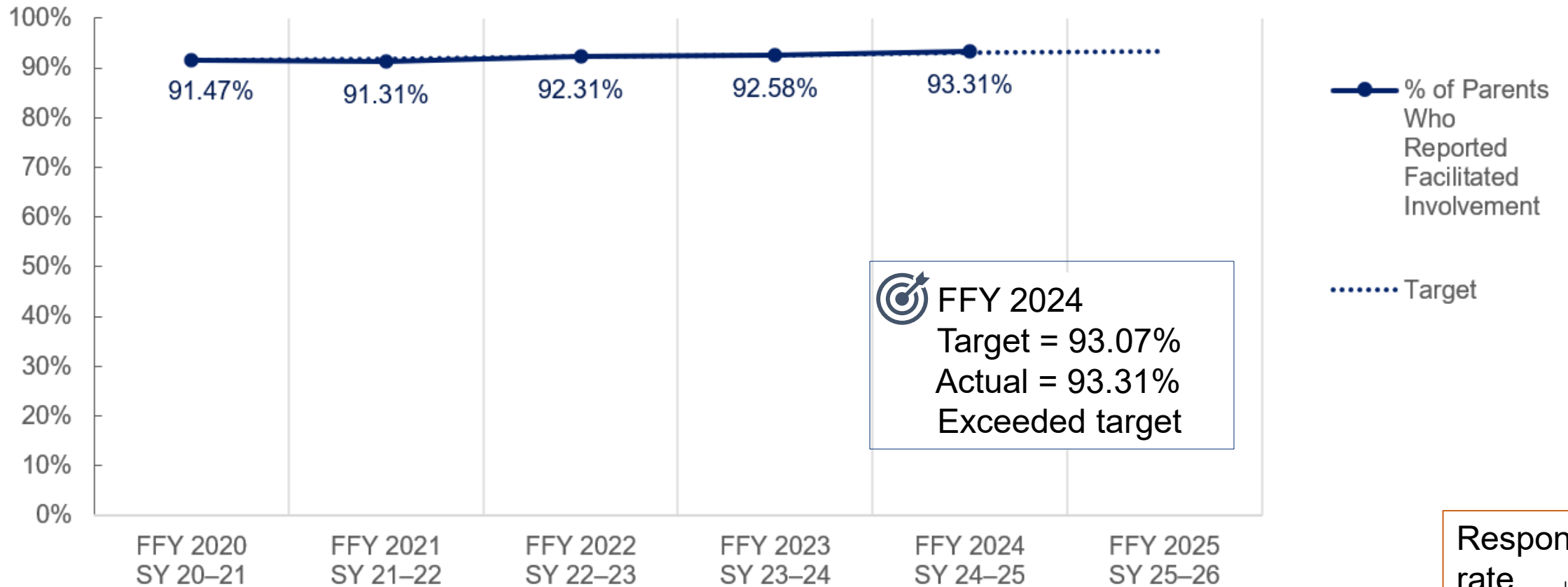


	HL	W	MU	BL	AM	AS	PI
Responded %	48.7%	34.6%	4.1%	5.4%	5.2%	1.7%	0.2%
Population %	48.6%	33.3%	4.5%	6.6%	5.2%	1.5%	0.3%

% Agreement by Question on the Parent Involvement Survey, SY 2024-2025

Survey Question	% Agreement (strongly agree or agree)
#1: I work together with the IEP team as an equal partner to develop my or my child's IEP.	96.61%
#2: I feel comfortable telling my ideas about how well special education services meet my or my child's needs.	95.70%
#3: The teacher(s) keep(s) in touch with me regularly about my or my child's progress.	87.18%
#4: My relationship with the school staff has a positive effect on my or my child's education.	95.37%
#5: Administrators are available to discuss my questions or concerns.	93.90%
#6: My school helps me play an active role in my or my child's education.	93.53%
#7: The school explains what choices I have if we disagree.	91.51%
#8: Overall, I am satisfied with how my or my child's school makes it easy for me to be involved.	93.31%

Indicator 8: Historical, Current, and Target Data



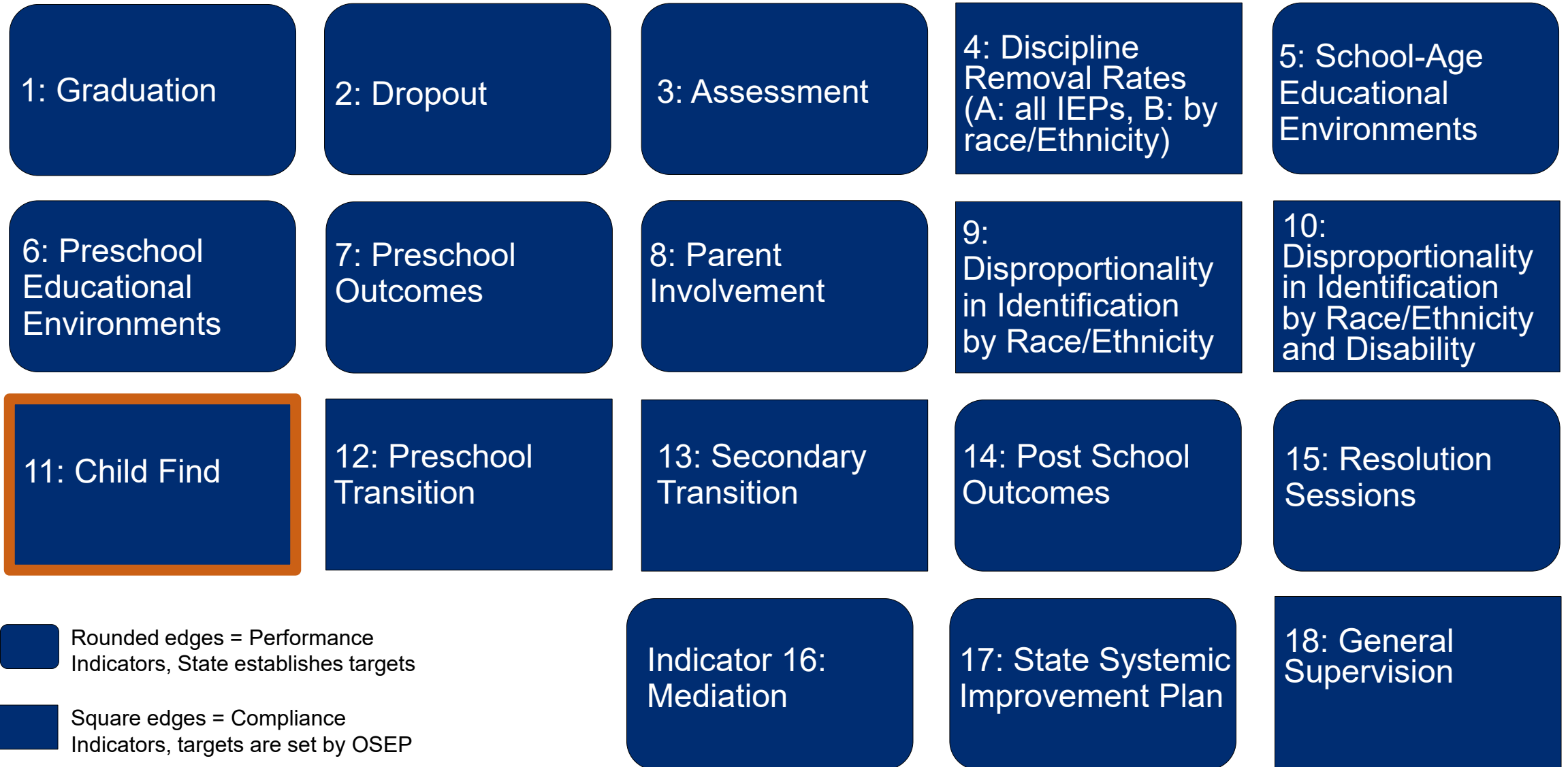
FFY	2020	2021	2022	2023	2024
Target	91.47%	91.87%	92.27%	92.67%	93.07%
Actual Data	91.47%	91.31%	92.31%	92.58%	93.31%

Response rate increased from **14.7%** in 2024 to **16.9%** in 2025.

State Performance Plan Indicators

Summarized Descriptions of
IDEA Part B Indicators

Indicator 11: Child Find



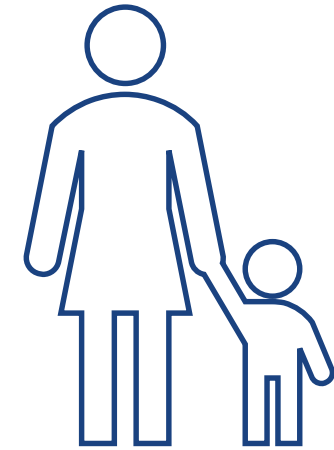
Indicator 11: Child Find Introduction

Description

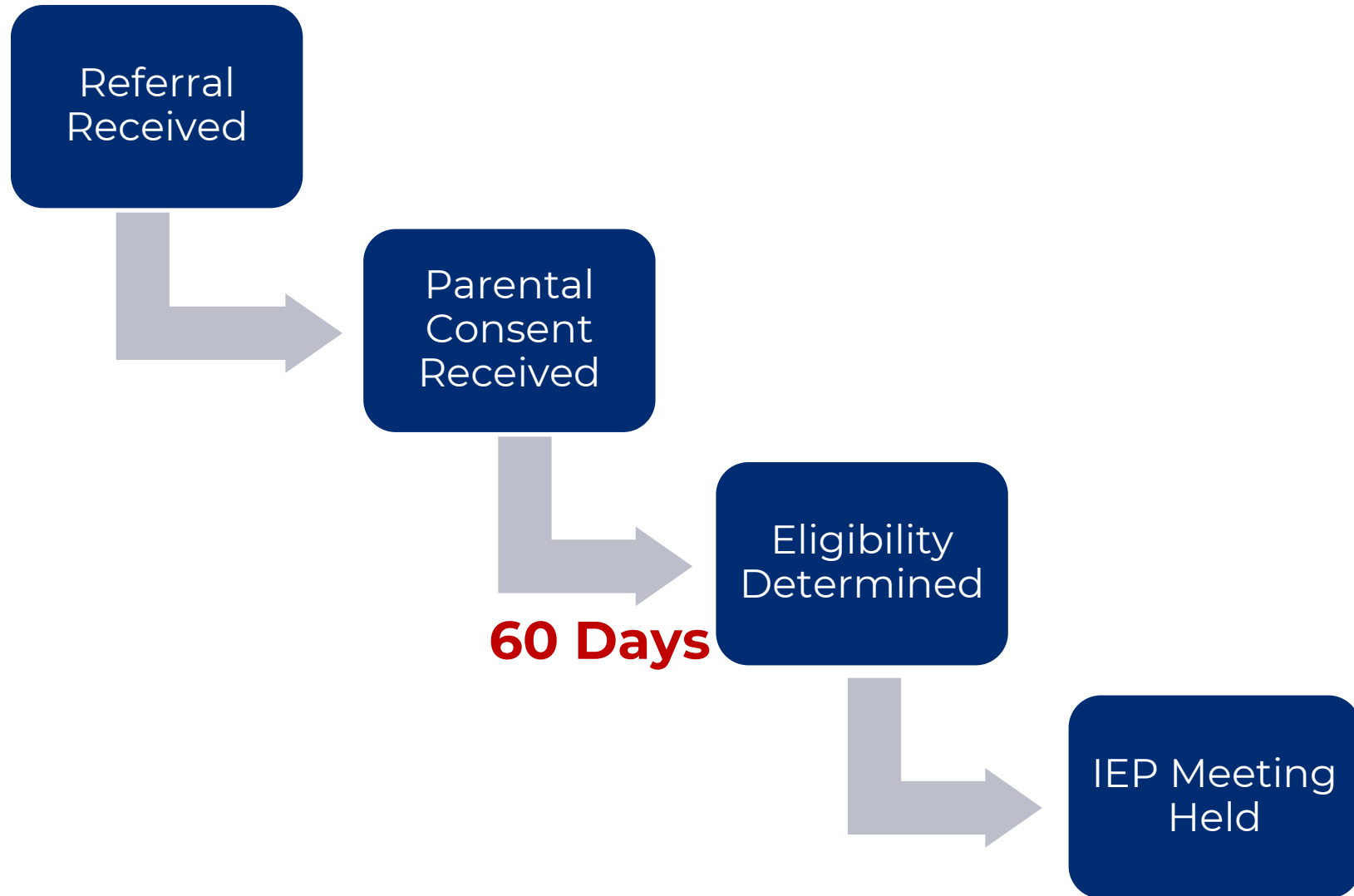
- Child Find measures the percent of students with parental consent to evaluate who were evaluated and for whom eligibility was determined within 60 days (or the State established timeline). 20 U.S.C. § 1416(a)(3)(B).

Data Source

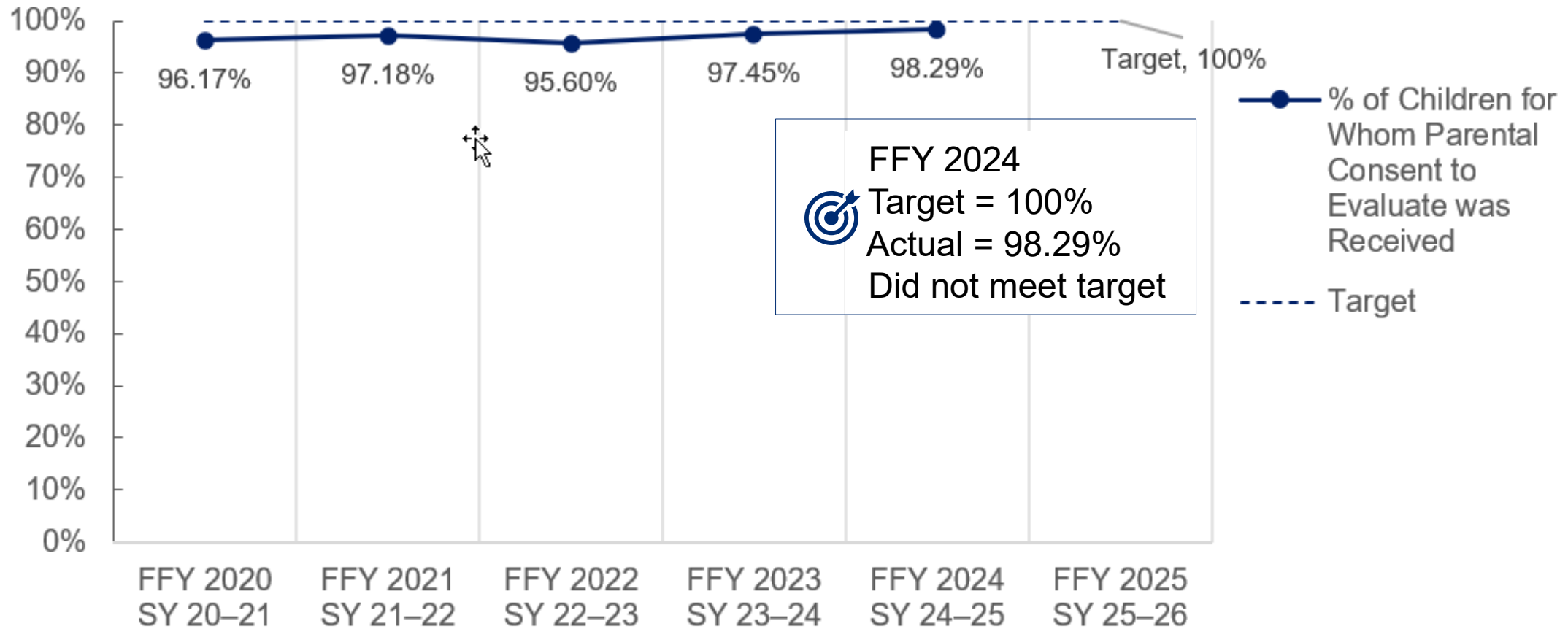
- Data is collected from Arizona's Monitoring system and is based upon a file review of a sample of files from PEAs in year 4 of their monitoring cycle.



Indicator 11: Process



Indicator 11 Data: Percent of Children Evaluated Within 60 Days of Parental Consent

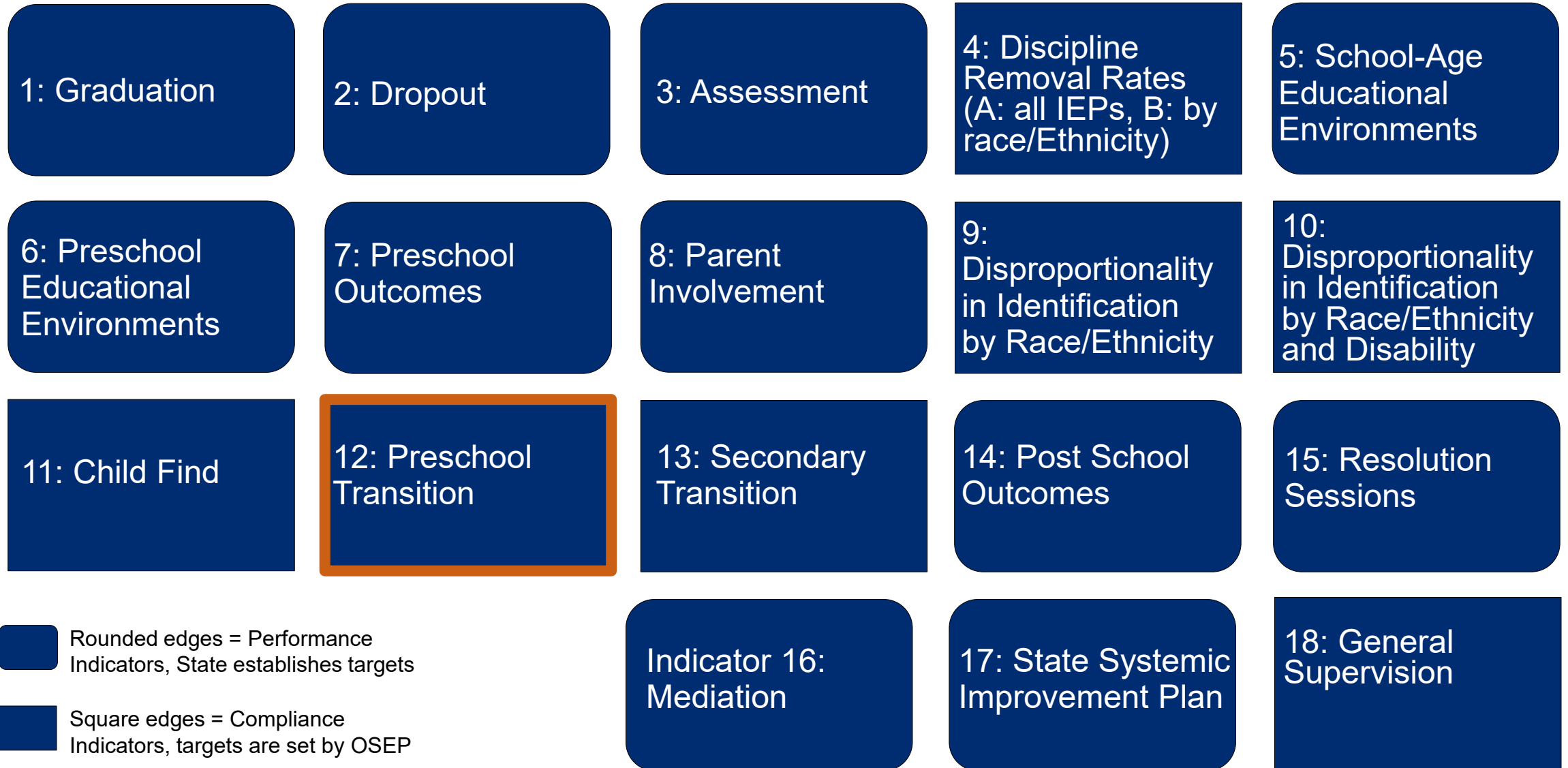


FFY	2020	2021	2022	2023	2024
Data	96.17%	97.18%	95.60%	97.45%	98.29%


State Performance Plan Indicators

Summarized Descriptions of
IDEA Part B Indicators

Indicator 12: Preschool Transition



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

Indicator 12: Early Childhood Transition Introduction

- Percent of students referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays.
- This is a compliance indicator, so targets must always be 100%.



Indicator 12: Data Source

ESS collects this information in the ESS Annual Data Collection application under the preschool transition section.

- Currently required to be completed by all elementary and unified school districts.
- There are currently no charters providing public special education preschool programs, which means there are no charters required to provide this data.

Indicator 12: Preschool Transition

Part C to Part B Relay

1

Start of Race:

Child is identified and served under Part C before age 3.

2

Baton Pass Zone:



Part C hands off the baton (child's transition information) to Part B. A transition planning conference must occur 9 months to 90 days before the child's third birthday.

3

Data Review:

Part B reviews all available data to determine eligibility for special education.

4

Eligibility Determination:

All children reviewed need to be either determined eligible or ineligible.

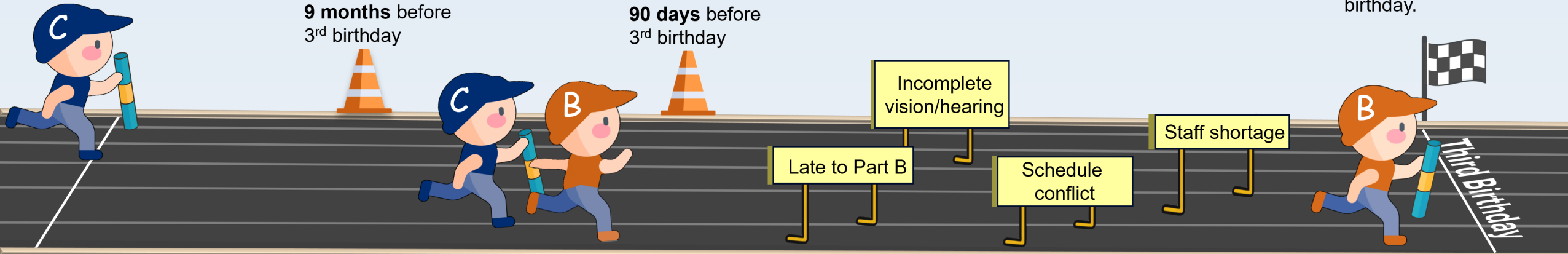
5

IEP Development and Implementation:

If eligible, the IEP is developed and implemented on or before the child's third birthday.

9 months before
3rd birthday

90 days before
3rd birthday



Navigate these potential hurdles!

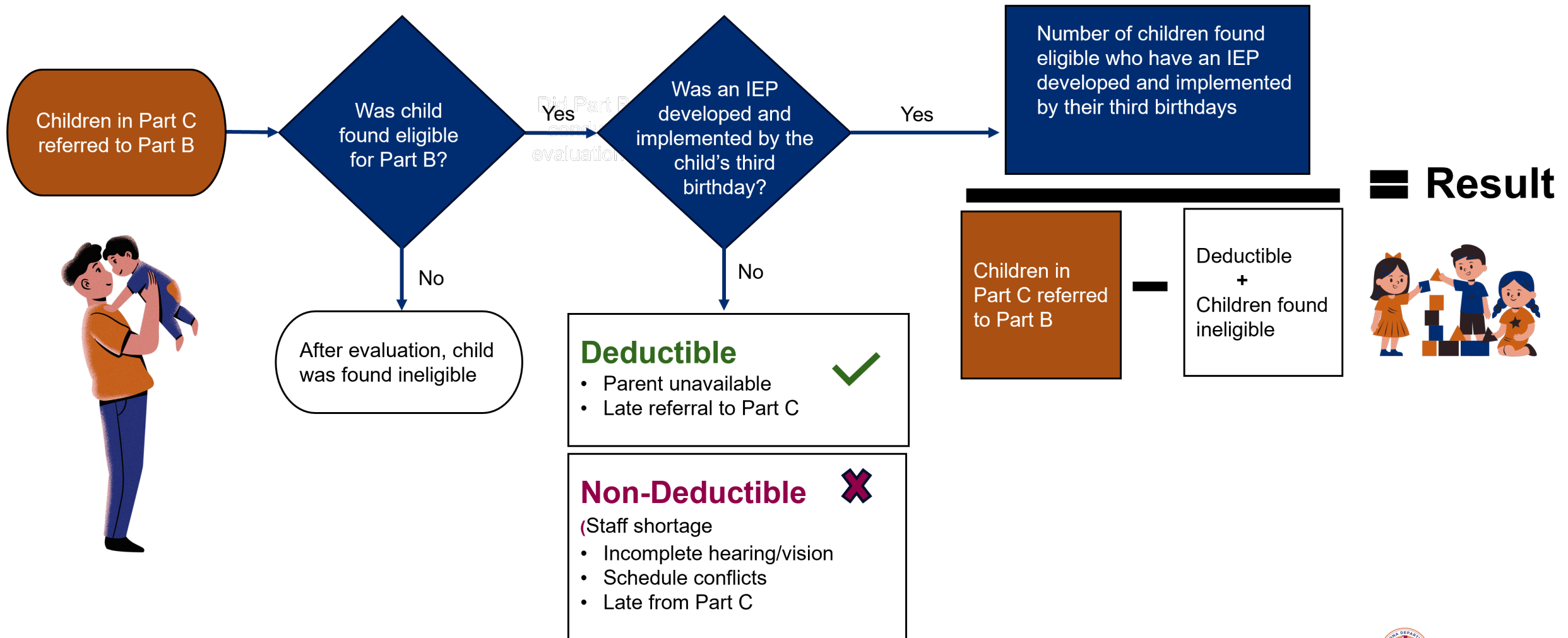
An IEP must be in place by the child's third birthday. Delays are **non-compliant** unless due to valid reasons (e.g., parent/child unavailable for evaluation or late Part C entry). The hurdles above are not valid reasons and must be resolved to keep the process moving.



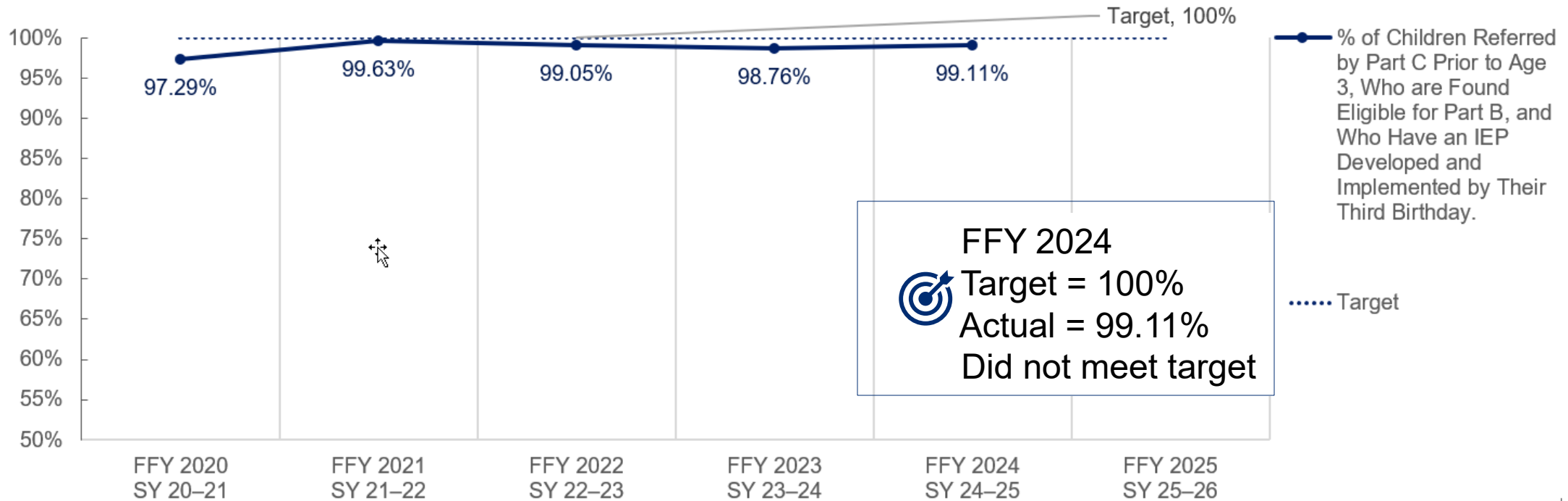
ARIZONA DEPARTMENT OF
EDUCATION

Indicator 12: Preschool Transition Calculation

Percentage of students referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthdays



Indicator 12 Data: Referrals of Eligible Children from Part C to Part B with IEPs Implemented by Their Third Birthday

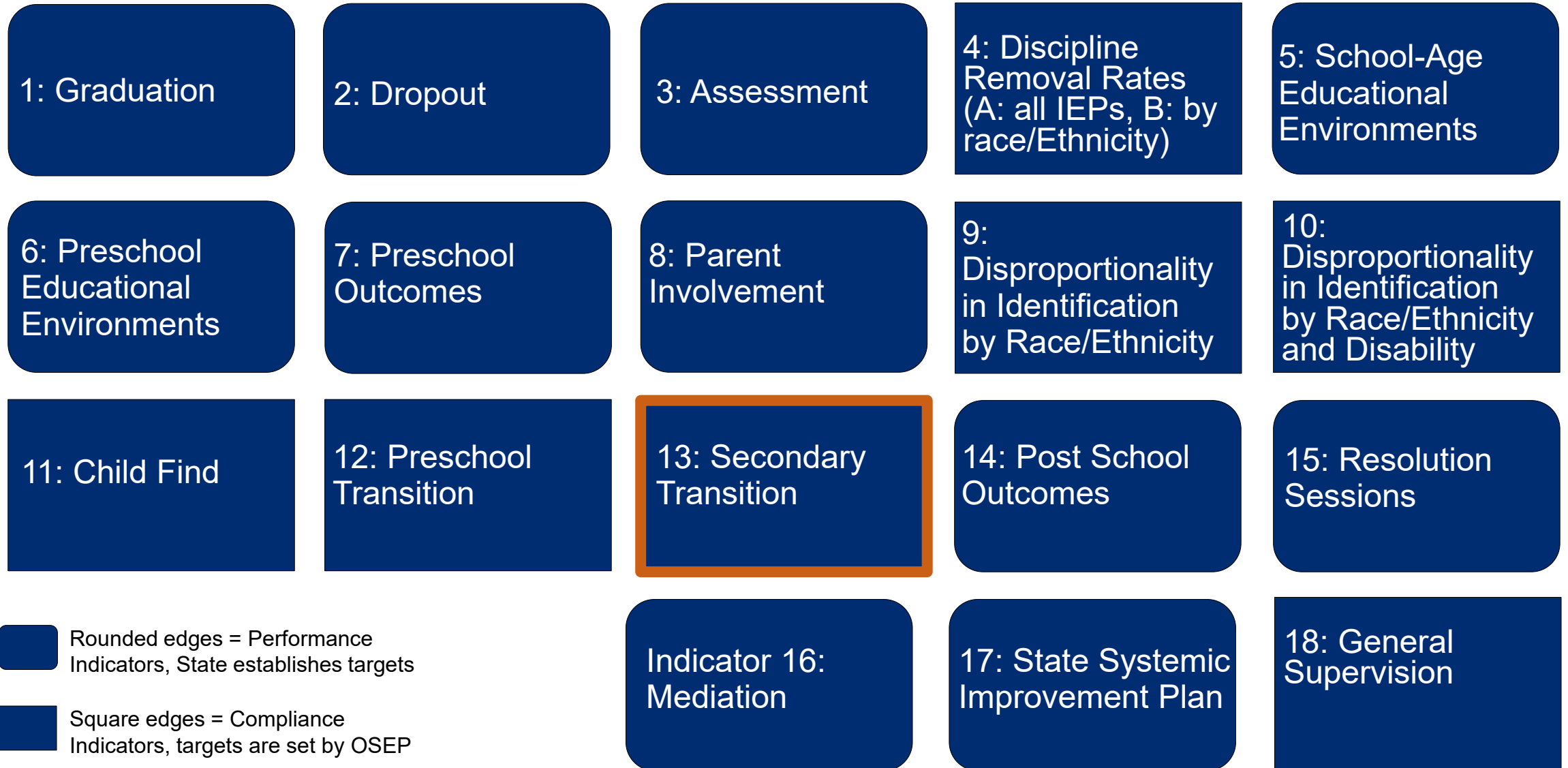


FFY	2020	2021	2022	2023	2024
Data	97.29%	99.63%	99.05%	98.76%	99.11%

State Performance Plan Indicators

Summarized Descriptions of
IDEA Part B Indicators

Indicator 13: Secondary Transition



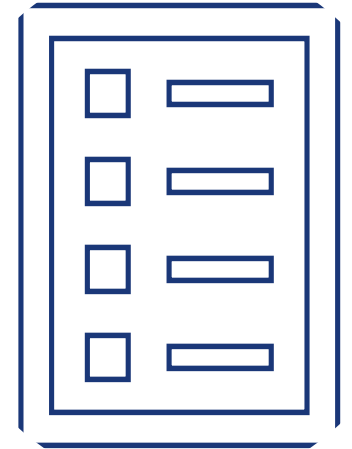
Indicator 13: Secondary Transition Introduction

Description

- Percent of youths with IEPs aged 16 and above with an IEP that includes a compliant postsecondary transition plan. This plan includes the 8 components outlined in IDEA.

Data Source

- Data is collected from Arizona's monitoring system and is based upon a file review of a sample of files from PEAs in year 4 of their monitoring cycle.



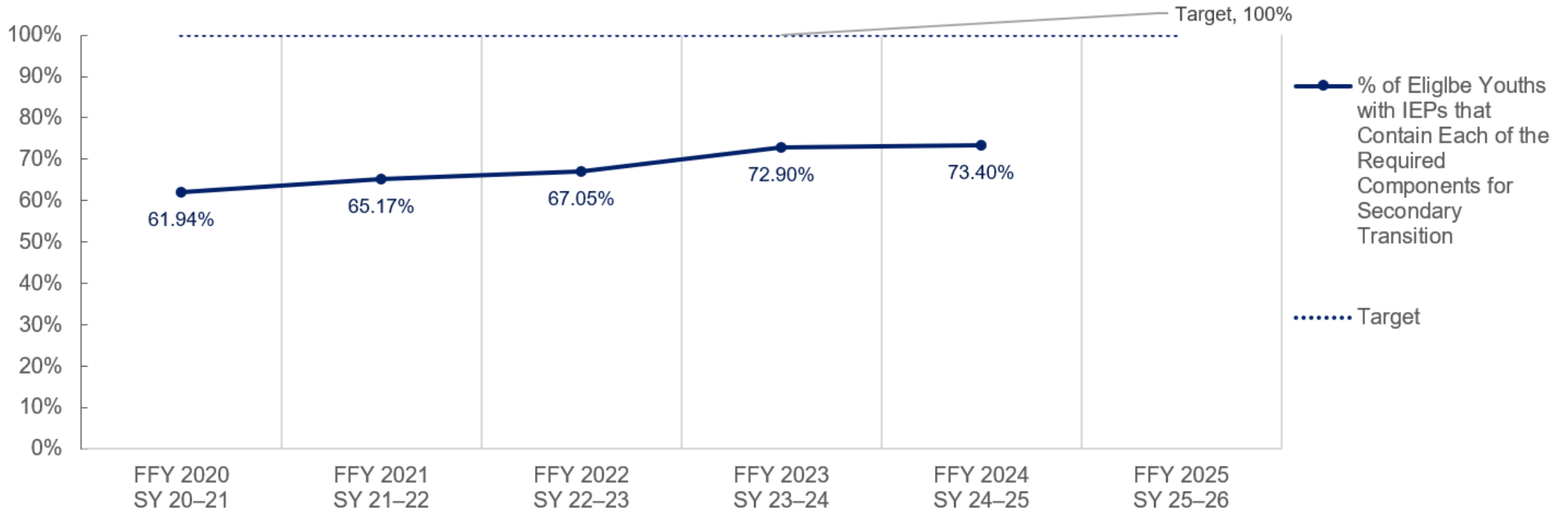
Indicator 13: Measurement

8 Components

1. Measurable postsecondary goals (MPGs)
2. MPGs are updated annually
3. MPGs are based on age-appropriate assessments
4. One or more transition services/activities that support MPGs
5. Course of study that supports MPGs
6. IEP goals that will reasonably enable the student to meet MPGs
7. Documentation that the student was invited to the meeting
8. Evidence that an agency representative has been invited to the meeting when parental consent obtained

In order to be considered “in compliance,” all 8 components must be compliant.

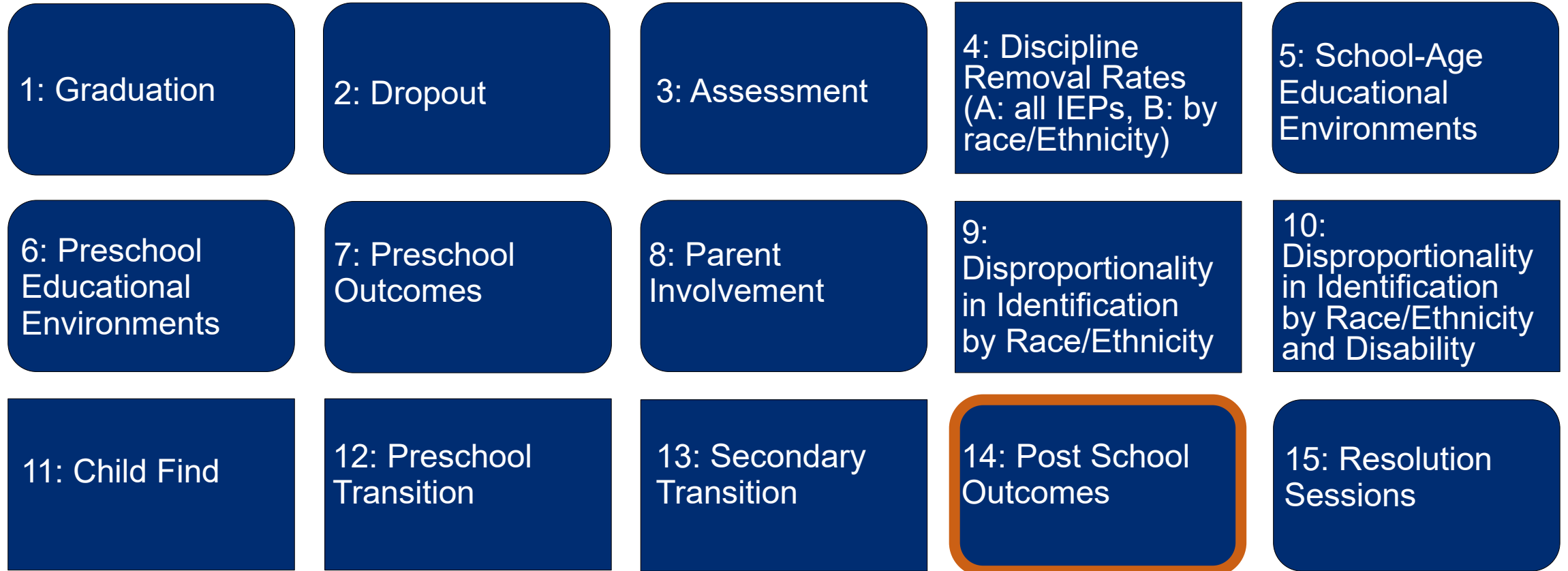
Indicator 13 Data: Percent of Youths of Ages 16+ that Meet All 8 Components





FFY	2020	2021	2022	2023	2024
Data	61.94%	65.17%	67.50%	72.90%	73.40%

State Performance Plan Indicators

Indicator 14: Post School Outcomes



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

Indicator 16:
Mediation

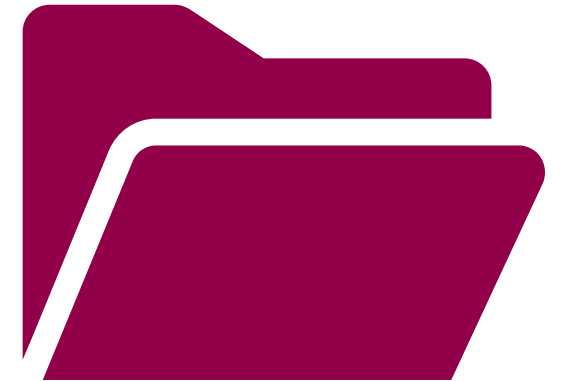
Indicator 17: State Systemic
Improvement Plan

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

Indicator 14: Introduction and Data Source

Definition of Engagement:

- Higher education
- Competitive employment
- Some other education or training
- Some other employment



Data Source: PSO Survey takes place 1 year after youths exit high school

PSO Measurements

● ————— ●

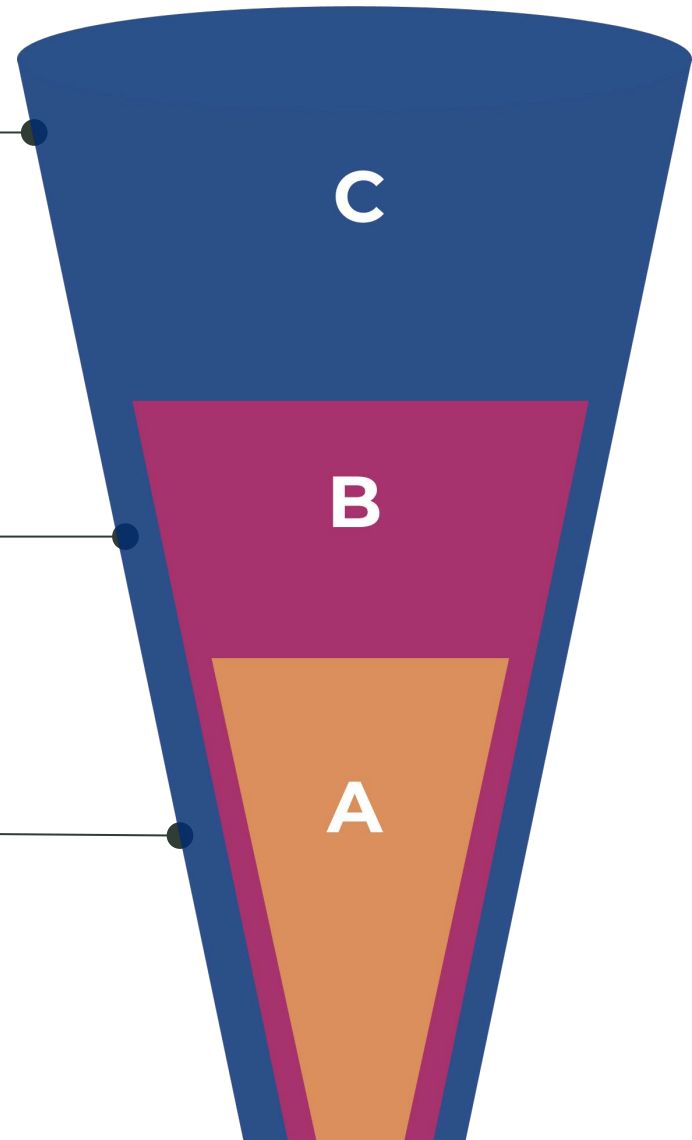
Measurement C
Higher Education +
Competitive Employment +
Other Postsecondary Ed/Training +
Other Employment

● ————— ●

Measurement B
Higher Education +
Competitive Employment

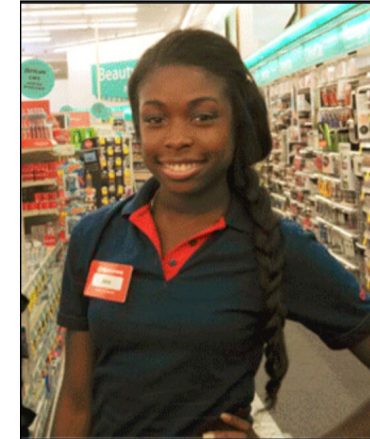
● ————— ●

Measurement A
Higher Education



Categories of Engagement (1 of 2)

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



Categories of Engagement (2 of 2)

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



PSO Survey Questions

- Survey is given June 1–September 30 every year
- 14 questions with skip logic
- Three sections
 - Postsecondary Education/Training
 - Employment
 - Optional questions



PSO SURVEY QUESTIONS

Things to remember:

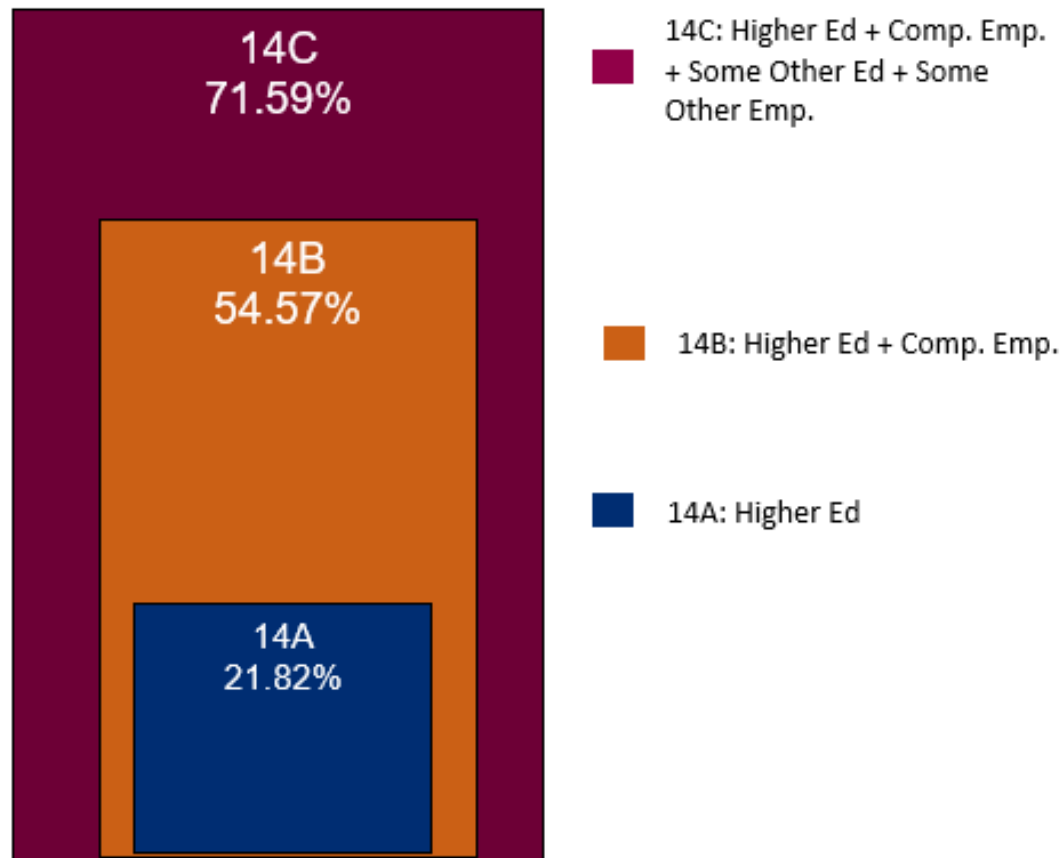
- PSO Surveys are administered to students who had an IEP in place upon exit from high school.
- These data must be gathered at least one year following the student's exit from high school.
- Follow the prompts to collect the necessary data, as they incorporate skip logic. You may not need to answer all questions.
- See the [PSO Survey Companion Document](#) for tips and strategies to support your data-collection efforts. The document contains question-specific guidance, such as examples of follow-up questions to ask, postsecondary work, or educational resources.
- **Mark only 1 response per question**

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?

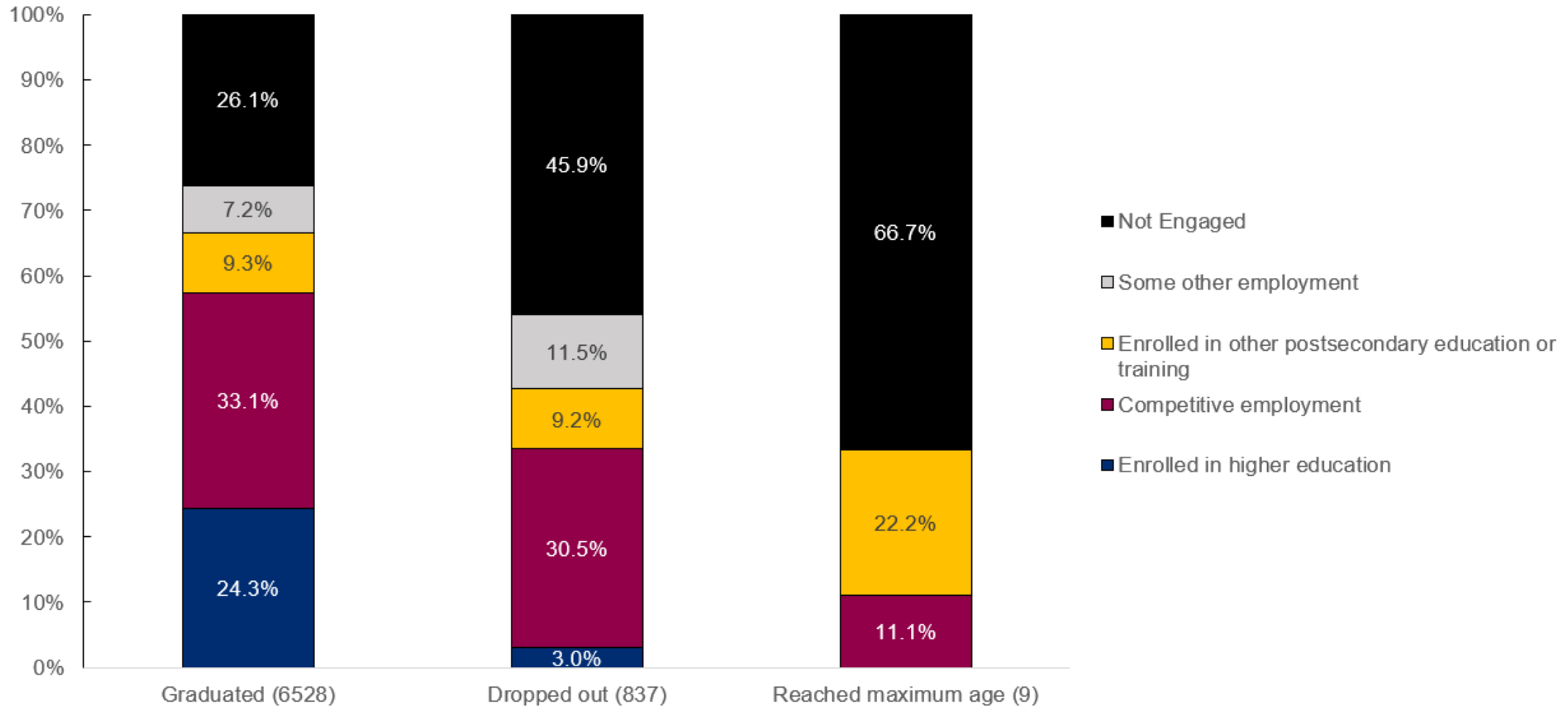
- No ➡ Go to question 4
- Yes
- No answer

14A, 14B, and 14C Engagement Categories, Exiters from SY 2023-2024

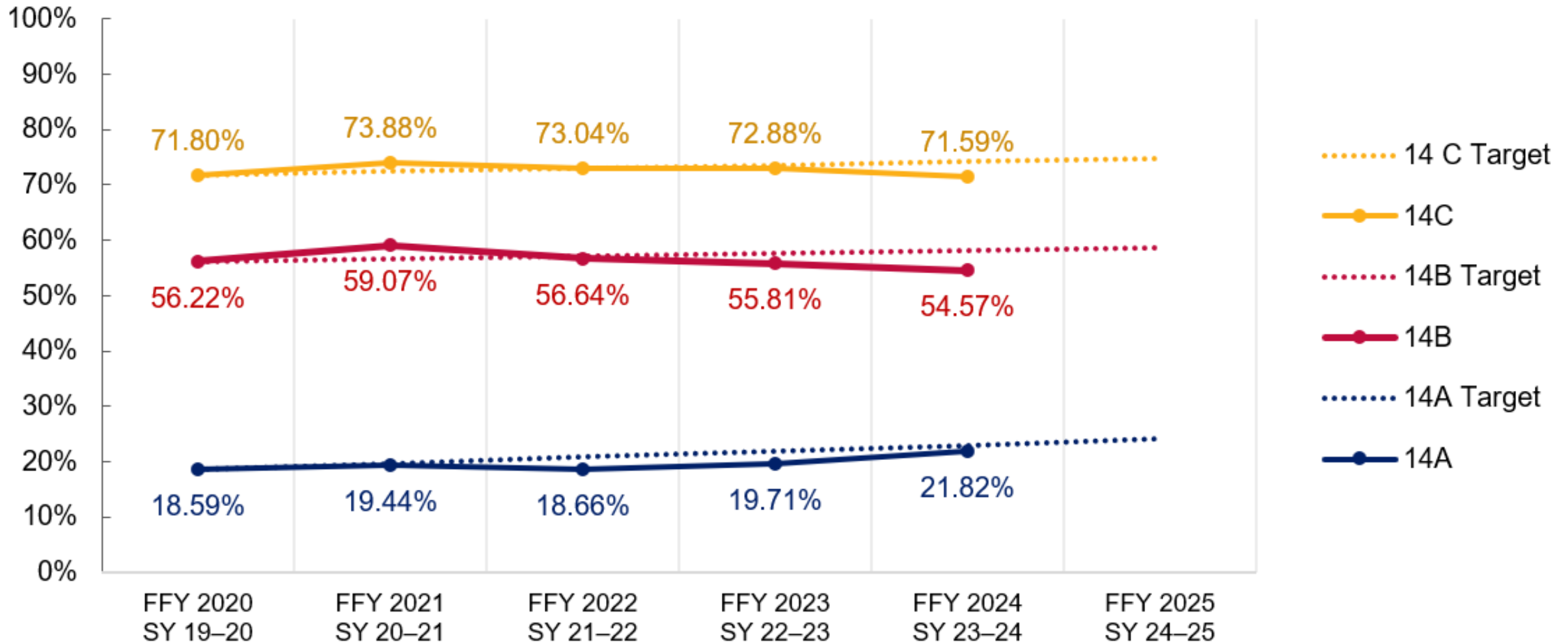


Measure	%	n size
14C	71.59%	5,279
14B	54.57%	4,024
14A	21.82%	1,609

Arizona Respondents' PSO Outcomes: Engagement Categories by Exit Status, SY 2023-2024



Percent of Youth with IEPs, No Longer in School, in One of the Following Post School Outcomes, 14A, 14B, or 14C



PSO Resources

[PSO Wakelet](#)

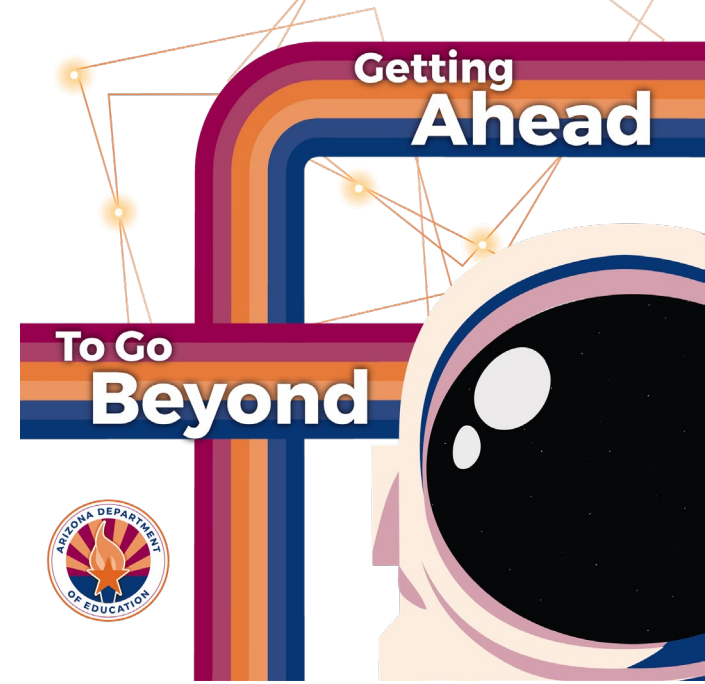
- Handouts from today's session and resources are available
- Step by Step Tutorial Video
- Power BI User Guide

[PSO Website](#)

- Updated website with new resources
- Public PDFs of Statewide Data

[Secondary Transition Support Request Form](#)

- If you are interested in a presentation or training on PSO, please complete the form



Contact Information

Arizona Department of Education Exceptional Student Services

Special Projects Unit
Secondary Transition Team

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