



FY27 Teacher Attrition Survey

Overview

The Arizona Department of Education (ADE) Teacher Attrition Survey is an annual data collection tool administered by Exceptional Student Services (ESS) to all public education agencies (PEAs) in Arizona.

The survey is open from November 1, 2026, to January 31, 2027. Completion of the Teacher Attrition Survey is mandatory for all public education agencies in Arizona.

This form is optional and intended to be a helpful resource for use prior to inputting data into the Teacher Attrition Survey in the Exceptional Student Services Portal within [ADEConnect](#). This form is **not** submitted as part of the data collection process.

Data Reporting Instructions

Please consider the following instructions when completing the survey:

- Answer all questions using personnel and employment data as of October 1, 2026.
- You must answer every question, even if the answer is 0 (zero). For questions requiring a number, please enter your response in decimal format.
- PEAs must report personnel in the full-time equivalency (FTE) of the assignment. Full-time employees are reported as 1.0 FTE. Part-time employees are reported according to the amount of time they work. For example, a half-time employee is reported as 0.5 FTE, and a quarter-time employee is reported as 0.25 FTE. A part-time employee working 4 hours per day (in a 6-hour school day) is a 0.67 FTE.
- Vacant FTE is funded and authorized FTE that is unfilled on October 1, 2026. Only report vacant FTE if there are neither employed nor contracted personnel in that position on October 1, 2026.



Teacher Attrition Survey Section A—Special Education Directors

1. Does your public education agency (PEA) have a **primary special education director** position?

Yes

No (If “No” is selected, skip to Section B)

2. Was the **primary special education director** employed by the PEA, employed by a contract agency (e.g., procured written agreement), or was the position vacant on October 1, 2026?

Employed by the PEA

Employed by a contract agency

Vacant

3. What is the **primary special education director's** full-time equivalency (FTE) assigned for this PEA? For charter schools, enter the primary special education director's full-time equivalency (FTE) for this site (e.g., a charter that has 21 sites, and one primary special education director may have an FTE of 0.047 per site). Enter a number in decimal format. The FTE cannot exceed 1.0.

FTE

4. How much experience did the **primary special education director** have in their current position as of October 1, 2026? Enter the response in years and months. Partial months of 15 days or more should be rounded up to the next full month. For example, 3 years, 10 months, and 20 days of experience should be reported as 3 years and 11 months.

Years

Months



5. How much total professional experience did the **primary special education director** have in current and previous special education director positions combined as of October 1, 2026? Enter the response in years and months. Partial months of 15 days or more should be rounded up to the next full month. For example, 3 years, 10 months, and 20 days of experience should be reported as 3 years and 11 months.

Years Months

6. Does the **primary special education director** have an administrative certificate?

Yes

No

7. Does the **primary special education director** currently hold, or have they previously held, one or more of the following certificates or licenses?

☐ Special Education Teaching Certificate

☐ School Psychologist Certificate

☐ Speech-Language Psychologist Certificate/License

☐ The special education director does not hold any of the listed certificates or licenses.

Teacher Attrition Survey Section B—Special Education Teachers

8. What was the number of FTE **special education teachers of preschool students with disabilities** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE



9. Of the FTE **special education teachers of preschool students with disabilities**, what was the number of FTE **teachers of the visually impaired** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

10. Of the FTE **special education teachers of preschool students with disabilities**, what was the number of FTE **teachers of the deaf/hard of hearing** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

11. What was the number of FTE **special education teachers of students with disabilities in grades K-12** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

12. Of the FTE **special education teachers of students with disabilities in grades K-12**, what was the number of FTE **teachers of the visually impaired** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE



13. Of the FTE **special education teachers of students with disabilities in grades K-12**, what was the number of FTE **teachers of the deaf/hard of hearing** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

Teacher Attrition Survey Section C—Paraprofessionals

14. What was the number of FTE **special education paraprofessionals** (paraprofessional working under the direct supervision of a special education teacher) **of preschool students with disabilities** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

15. What was the number of FTE **special education paraprofessionals** (paraprofessional working under the direct supervision of a special education teacher) **of students with disabilities in grades K-12** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE



Teacher Attrition Survey Section D—School Psychologists

16. What was the number of FTE **school psychologists** (certified by the Arizona Department of Education) employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

Teacher Attrition Survey Section E—Speech Language Pathologists/Speech Language Pathology Assistants/Speech Language Technicians

17. 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, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

18. What was the number of FTE **speech-language pathology assistants (SLPAs)** (licensed by the Arizona Department of Health Services) employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE



19. What was the number of FTE bachelor's-level **speech-language technicians (SLTs)** (licensed by the Arizona Department of Health Services with ADE certification) employed by the PEA and filled by a contract agency (e.g. procured written agreement) on October 1, 2026?

Employed FTE

Contract Agency FTE

Teacher Attrition Survey Section F—Related Service Providers

20. What was the number of FTE **occupational therapists (OTs)** (licensed by the Arizona State Board of Occupational Therapy Examiners) employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

21. What was the number of FTE **certified occupational therapy assistants (COTAs)** (licensed by the Arizona State Board of Occupational Therapy Examiners) employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

22. What was the number of FTE **physical therapists (PTs)** (licensed by the Arizona State Board of Physical Therapy) employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE



23. What was the number of FTE qualified (as defined in [7 A.A.C. 2](#)) **sign language interpreters** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

24. What was the number of FTE **orientation & mobility specialists** employed by the PEA, filled by a contract agency (e.g. procured written agreement), and vacant on October 1, 2026?

Employed FTE

Contract Agency FTE

Vacant FTE

Teacher Attrition Survey Section G—Special Education Recruitment and Retention Strategies

25. Does your PEA implement stay interviews to support the retention of special education personnel?

☐ Yes

☐ No

26. Does your PEA implement exit interviews and/or exit surveys of special education personnel?

☐ Yes

☐ No



27. Compensation as a recruitment and retention strategy refers to using pay and financial incentives to attract and keep qualified school personnel. Which of these compensation practices have been the most impactful in recruiting and retaining special education personnel? Select up to three.

- ☐ Credit for all years of experience when determining salary placement
- ☐ License/credential renewal
- ☐ Loan forgiveness/assistance
- ☐ Longevity and/or mid-year retention bonuses
- ☐ On-site childcare
- ☐ Performance-based incentives
- ☐ Professional membership fees
- ☐ Relocation assistance
- ☐ Return and/or early signing bonuses
- ☐ Stipends
- ☐ Teacher housing
- ☐ Tuition assistance
- ☐ None

28. What other impactful compensation practices are you using to recruit and retain special education personnel? (optional)



29. Scheduling and planning strategies are designed to make positions more attractive and sustainable by improving workload management and working conditions for school personnel. Which of these scheduling and planning practices have been the most impactful in recruiting and retaining special education personnel? Select up to three.

- ☐ Alternative schedules (4-day week or year-round calendar)
- ☐ Dedicated time for compliance tasks (IEPs, documentation)
- ☐ Protected planning time
- ☐ Reduced caseloads
- ☐ Remote/work-from-home options
- ☐ Substitute coverage for paperwork days
- ☐ None

30. What other impactful scheduling and planning practices are you using to recruit and retain special education personnel? (optional)



31. Professional growth and leadership opportunities create pathways for educators and school staff to develop their skills, advance their careers, and take on leadership roles. Which of these growth and teacher leadership practices have been the most impactful in recruiting and retaining special education personnel? Select up to three.

- ☐ Certification pathways developed in partnership with educator preparation programs
- ☐ Coaching
- ☐ Collaboration opportunities (general education, special education, related services)
- ☐ Conference attendance support (state/national special education conferences)
- ☐ Induction programs
- ☐ Mentoring
- ☐ Peer observation & feedback
- ☐ Special education-related professional learning for principals
- ☐ Targeted professional learning for teachers and paraprofessionals
- ☐ Teacher leadership roles
- ☐ None

32. What other impactful professional growth and leadership opportunities are you offering to recruit and retain special education personnel? (optional)



33. Elevating educator voice ensures that teachers and school staff have meaningful input into decisions that affect their work, students, and school culture. Which of these practices have been the most impactful in recruiting and retaining special education personnel? Select up to three.

- ☐ Advisory councils for special education staff
- ☐ Exit interviews and/or exit surveys
- ☐ Focus groups for program improvement
- ☐ Open forums/town halls for staff concerns
- ☐ Opportunities to lead initiatives or pilot programs
- ☐ Participation in hiring panels
- ☐ Regular feedback sessions with leadership
- ☐ Representation on committees (curriculum, scheduling, policy)
- ☐ Stay interviews
- ☐ Surveys with transparent follow-up actions
- ☐ Teacher input in decision-making
- ☐ None

34. What other impactful practices are you using to elevate the voices of special education personnel? (optional)



35. Workforce recruitment strategies refer to the methods and practices used to attract qualified candidates to work in schools. Which of these workforce recruitment practices have been the most impactful in recruiting and retaining special education personnel?

Select up to three.

- ☐ Advertise positions on online job boards
- ☐ Advertise positions on the Arizona Education Employment Board
- ☐ Advertise through billboards and outdoor media
- ☐ Host on-site career fair and hiring events
- ☐ Recruit at Arizona college and university career fairs
- ☐ Recruit at out-of-state career fairs
- ☐ Use digital marketing and social media campaigns
- ☐ None

36. What other impactful strategies are you using to recruit special education personnel?
(optional)