



State of Arizona

2025 PSO Survey Results
School Year 2023–2024 Exiters

Reported Federally on the State Performance Plan (SPP)
and the
Annual Performance Report (APR)

Post School Outcomes Summarized

Indicator 14 of the State Performance Plan/Annual Performance Report (SPP/APR)

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

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



Categories of Engagement

Category	Definition
Higher Education	<ul style="list-style-type: none"> • Enrolled full- or part-time • Community College (2-year program) • College/University (4- or more year program) • 1 complete term
Competitive Employment	<ul style="list-style-type: none"> • Average 20 hours a week • 90 days (cumulative) since leaving high school • Includes military employment • Worked for pay at or above the minimum wage while earning customary pay rate • 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 • Available benefits and opportunities for advancement as those without disabilities
Other Postsecondary Education or Training	<ul style="list-style-type: none"> • Enrolled full- or part-time • Education or training program (e.g., adult education, a vocational-technical school that is less than a 2-year program) • 1 complete term
Other Employment	<ul style="list-style-type: none"> • Worked for pay or was self-employed • 90 days at any time since leaving high school • Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Response Rate/Representativeness

Definitions Response

Rate: Represents the percentage of former students who participated in the PSO Survey and are included in the survey results in comparison to the total number of former students who were eligible to participate in the survey.

Representativeness: Calculation of the representativeness of the respondent group on the characteristics of disability type, gender, race/ethnicity, and exit status (e.g., dropout). This calculation determines whether the former students who responded to the survey were similar to or different from the total population of former students with an IEP eligible to participate in the survey. Differences between the respondent group and the target leaver group of +/- 3% are important and are identified in red. Positive differences indicate overrepresentation of the group, and negative differences indicate an underrepresentation.

Response Rate by Subgroup

Responding Metric	Overall	Learning Disability	Emotional Disability	Intellectual Disability	All Other Disabilities	Female	Minority*	Limited English Proficiency	Dropout
Target Leaver Totals Total number of eligible responders	9,188	4,755	722	670	3,041	3,308	1,772	656	1,418
Response Totals Total number of responders	7,418	3,839	539	556	2484	2690	1405	536	842
Response Rate % of responders that completed the survey	80.74%	80.74%	74.65%	82.99%	81.68%	81.32%	79.29%	81.71%	59.38%

Table 1: Response Rate by Subgroup

Table 1 shows the overall response rate and the rates for various subgroups. In 2025, 7,418 out of 9,188 eligible respondents completed the survey, resulting in an overall response rate of 80.74%.

The subgroup with the highest response rate was students identified with an intellectual disability, while the lowest response rate was among students who dropped out (59.38%).

*Minority includes Asian, Black or African American, Native Hawaiian or Alaska Native, and Two or More races.

Representativeness by Subgroup

Responding Metric	Learning Disability	Emotional Disability	Intellectual Disability	All Other Disabilities	Female	Minority*	Limited English Proficiency	Dropout
Target Leaver Representation % of subgroup eligible	51.75%	7.86%	7.29%	33.10%	36.00%	19.29%	7.14%	15.43%
Respondent Representation % of subgroup that responded	51.75%	7.27%	7.50%	33.49%	36.26%	18.94%	7.23%	11.35%
Difference	0.00%	-0.59%	0.20%	0.39%	0.26%	-0.35%	0.09%	-4.08%

Table 2: Representativeness by Subgroup

Table 2 shows the percentage representation of various subgroups. For example, 36% of students eligible to take the survey were female. Among respondents, 36.36% were female, indicating a slight overrepresentation but still within the acceptable range of being representative.

Any subgroup with a difference of $\pm 3\%$ is considered representative. Since the dropout subgroup shows a -4.08% difference, dropouts are underrepresented.

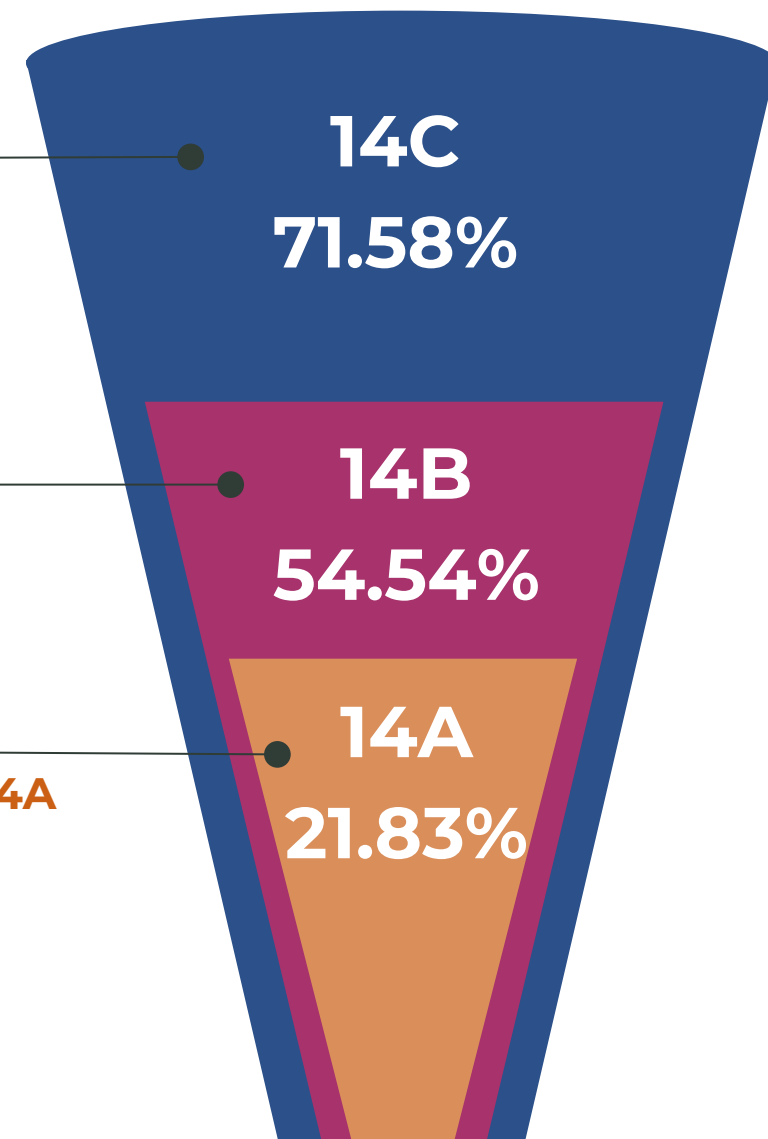
*Minority includes Asian, Black or African American, Native Hawaiian or Alaska Native, and Two or More races.

Measurements A, B, and C

● **Measurement 14C**
 Higher Education +
 Competitive Employment +
 Other Postsecondary Ed/Training +
 Other Employment

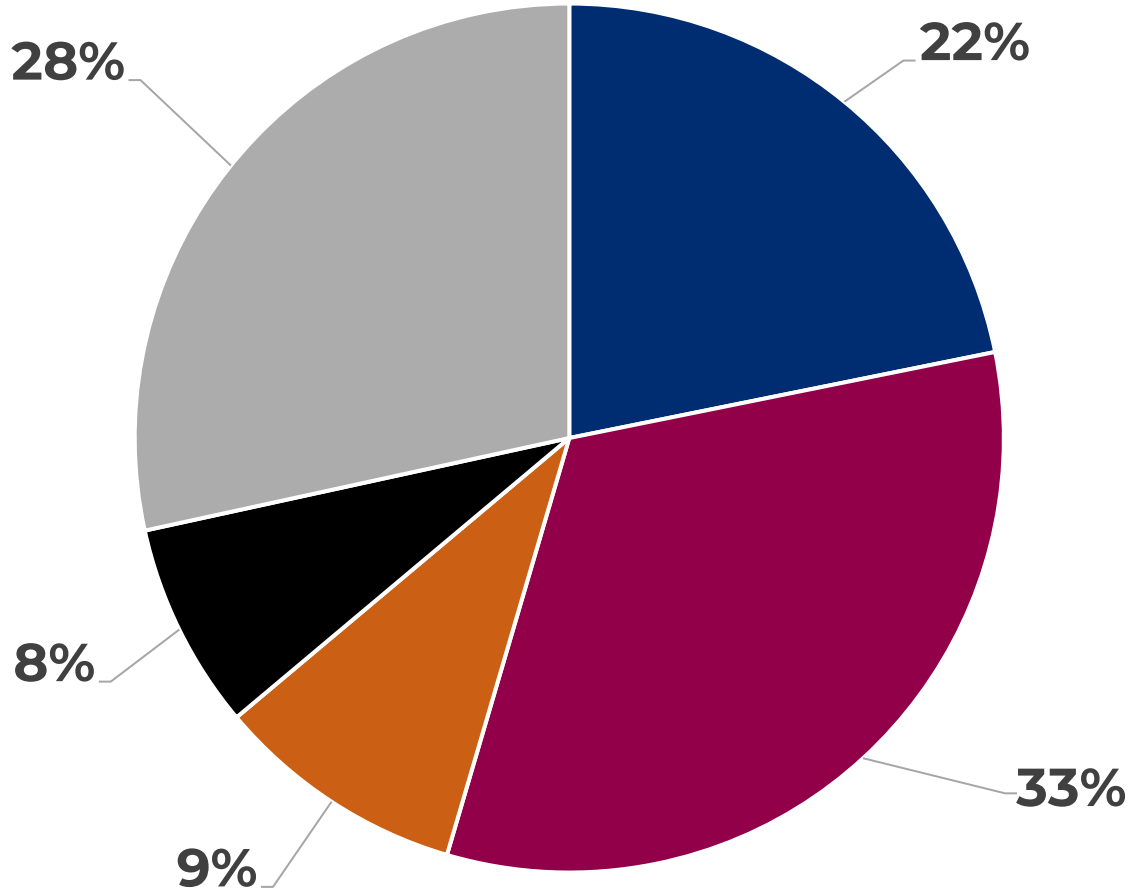
● **Measurement 14B**
 Higher Education +
 Competitive Employment

● **Measurement 14A**
 Higher Education



Measure	Rate	Respondents	Target
14A	21.83%	1,619	22.99%
14B	54.54%	4,046	58.22%
14C	71.58%	5,310	74.20%

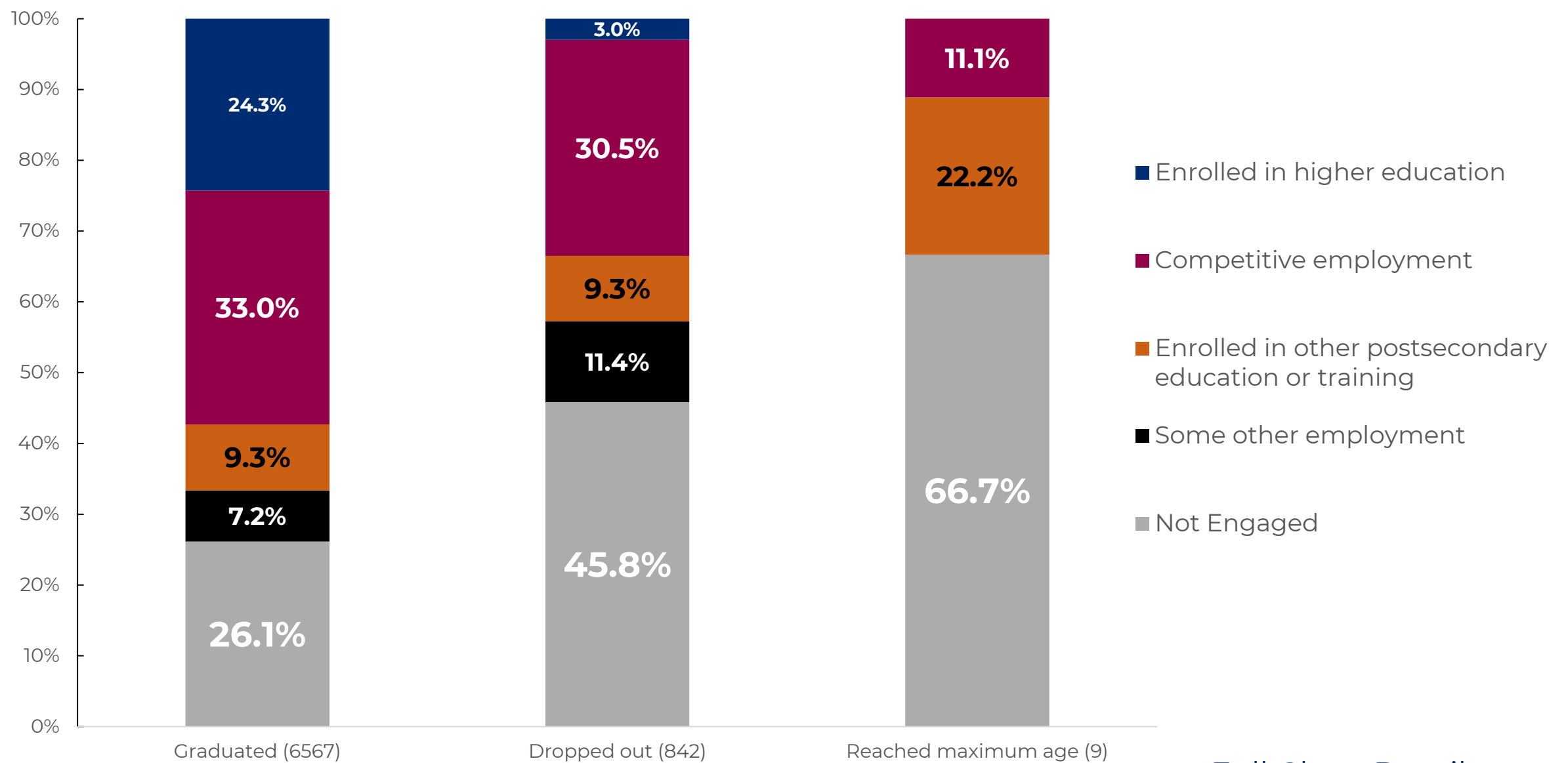
PSO Engagement Rates: Expanded



- Enrolled in higher education: 22%
- Competitive employment: 33%
- Enrolled in other postsecondary education or training: 9%
- Some other employment: 8%
- Not Engaged: 28%

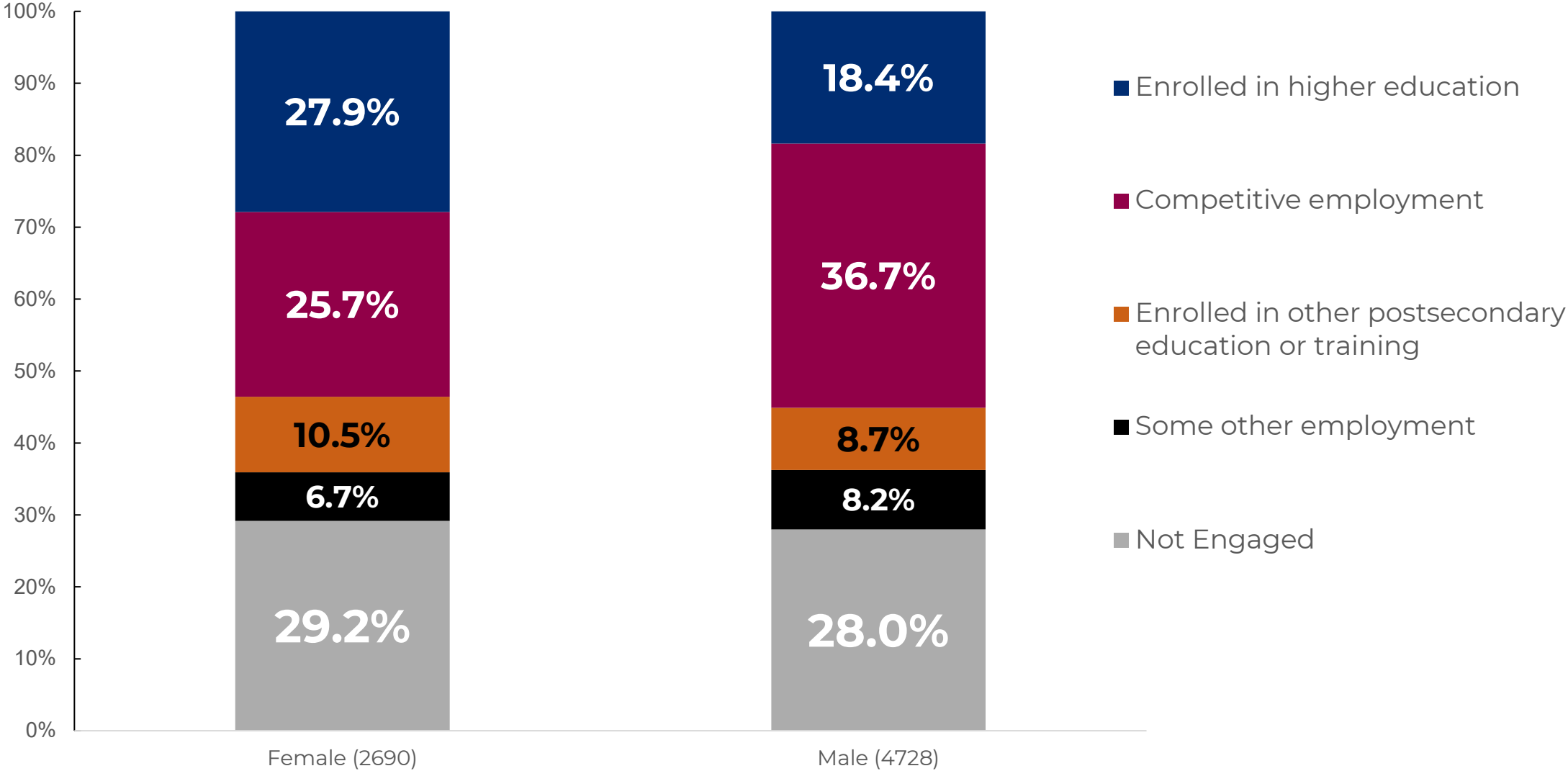
[Full Chart Details](#)

Exit Reason



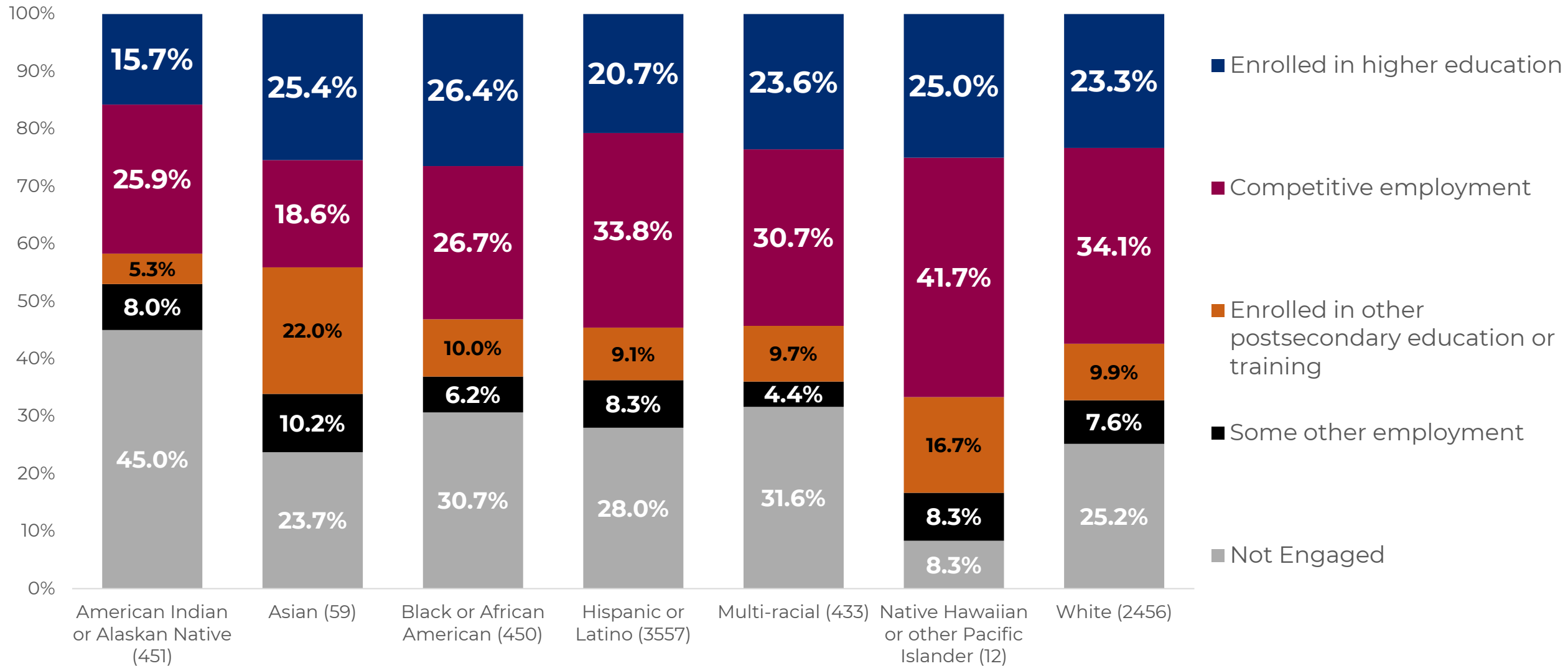
[Full Chart Details](#)

Gender



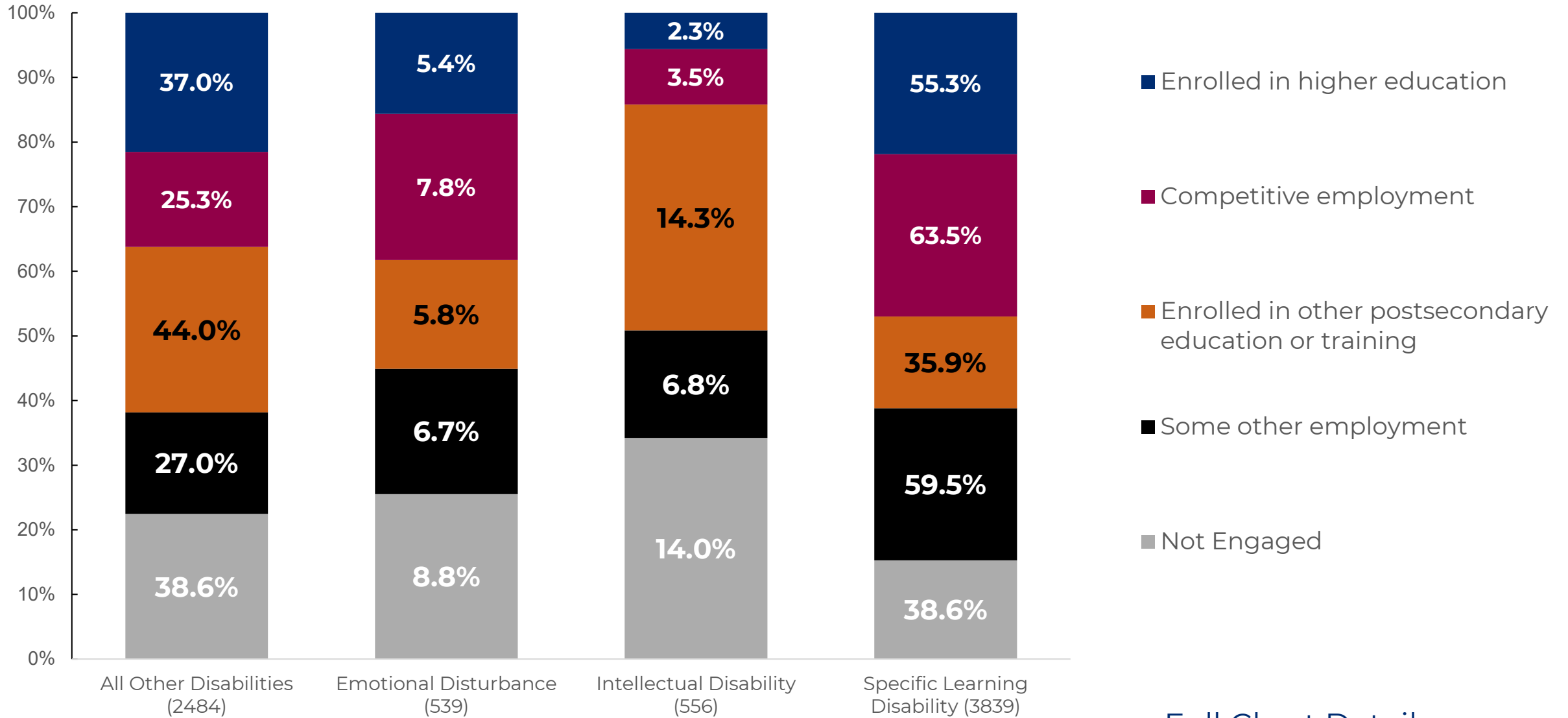
[Full Chart Details](#)

Race/Ethnicity



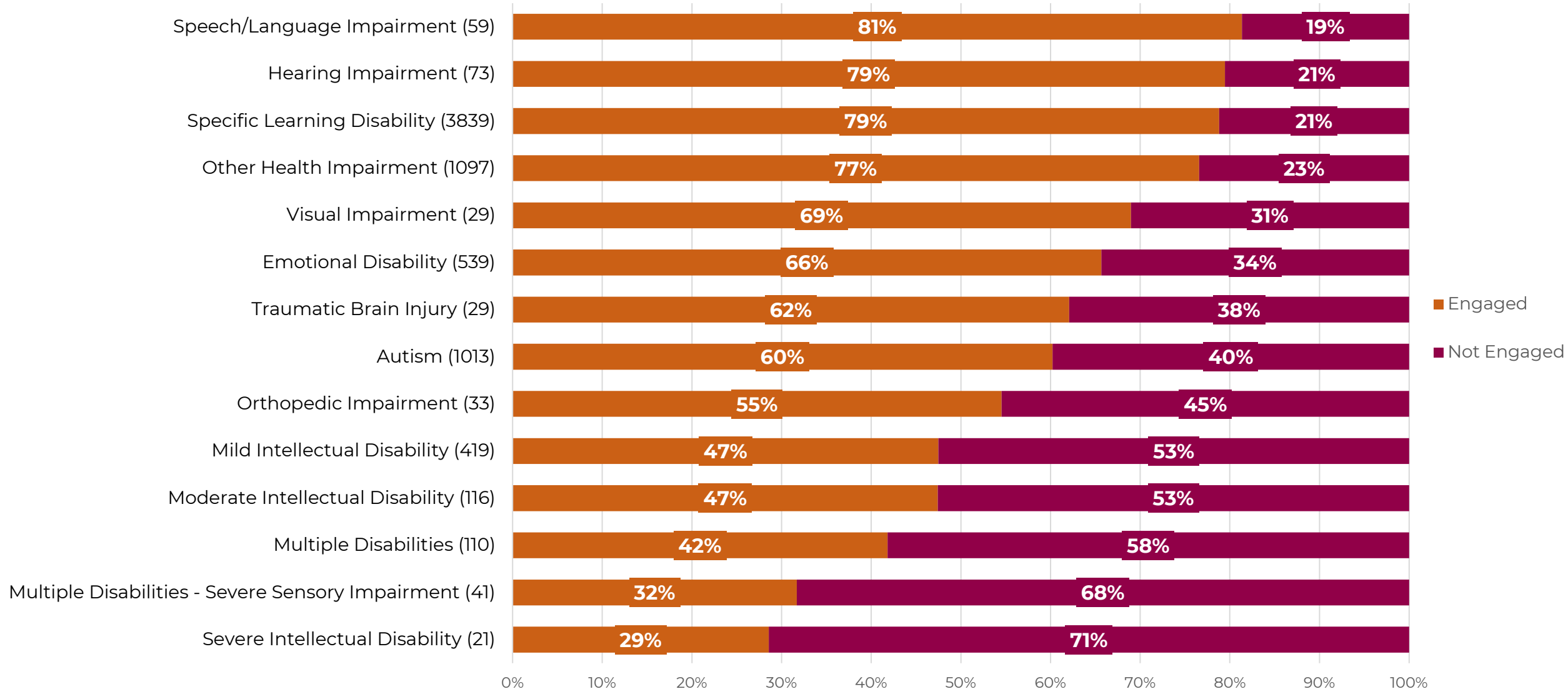
[Full Chart Details](#)

Disability Type



[Full Chart Details](#)

Disability Type: Engaged vs. Not Engaged



PSO Engagement Rates: Expanded Chart Details

Category	%	N size
Enrolled in higher education	21.83%	1619
Competitive employment	32.72%	2427
Enrolled in other postsecondary education or training	9.34%	693
Some other employment	7.70%	571
Not Engaged	28.42%	2108
Grand Total	100.00%	7418

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Exit Reason Chart Details

Category	Graduated (6567)	Dropped out (842)	Reached maximum age (9)
Enrolled in higher education	24.3%	3.0%	No Data
Competitive employment	33.0%	30.5%	11.1%
Enrolled in other postsecondary education or training	9.3%	9.3%	22.2%
Some other employment	7.2%	11.4%	No Data
Not Engaged	26.1%	45.8%	66.7%

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Gender Chart Details

Category	Female (2690)	Male (4728)
Enrolled in higher education	27.88%	18.38%
Competitive employment	25.69%	36.72%
Enrolled in other postsecondary education or training	10.52%	8.67%
Some other employment	6.73%	8.25%
Not Engaged	29.18%	27.98%

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Race/Ethnicity Chart Details

Category	American Indian or Alaskan Native (451)	Asian (59)	Black or African American (450)	Hispanic or Latino (3557)	Multi-racial (433)	Native Hawaiian or other Pacific Islander (12)	White (2456)
Enrolled in higher education	15.7%	25.4%	26.4%	20.7%	23.6%	25.0%	23.3%
Competitive employment	25.9%	18.6%	26.7%	33.8%	30.7%	41.7%	34.1%
Enrolled in other postsecondary education or training	5.3%	22.0%	10.0%	9.1%	9.7%	16.7%	9.9%
Some other employment	8.0%	10.2%	6.2%	8.3%	4.4%	8.3%	7.6%
Not Engaged	45.0%	23.7%	30.7%	28.0%	31.6%	8.3%	25.2%

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Disability Type

Chart Details

Category	All Other Disabilities (2484)	Emotional Disturbance (539)	Intellectual Disability (556)	Specific Learning Disability (3839)
Enrolled in higher education	37.0%	5.4%	2.3%	55.3%
Competitive employment	25.3%	7.8%	3.5%	63.5%
Enrolled in other postsecondary education or training	44.0%	5.8%	14.3%	35.9%
Some other employment	27.0%	6.7%	6.8%	59.5%
Not Engaged	38.6%	8.8%	14.0%	38.6%

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Disability Type: Engaged vs. Not Engaged

Chart Details

Category	Engaged	Not Engaged
Speech/Language Impairment (59)	81%	19%
Hearing Impairment (73)	79%	21%
Specific Learning Disability (3839)	79%	21%
Other Health Impairment (1097)	77%	23%
Visual Impairment (29)	69%	31%
Emotional Disability (539)	66%	34%
Traumatic Brain Injury (29)	62%	38%
Autism (1013)	60%	40%
Orthopedic Impairment (33)	55%	45%
Mild Intellectual Disability (419)	47%	53%
Moderate Intellectual Disability (116)	47%	53%
Multiple Disabilities (110)	42%	58%
Multiple Disabilities - Severe Sensory Impairment (41)	32%	68%
Severe Intellectual Disability (21)	29%	71%
Grand Total (7418)	72%	28%