

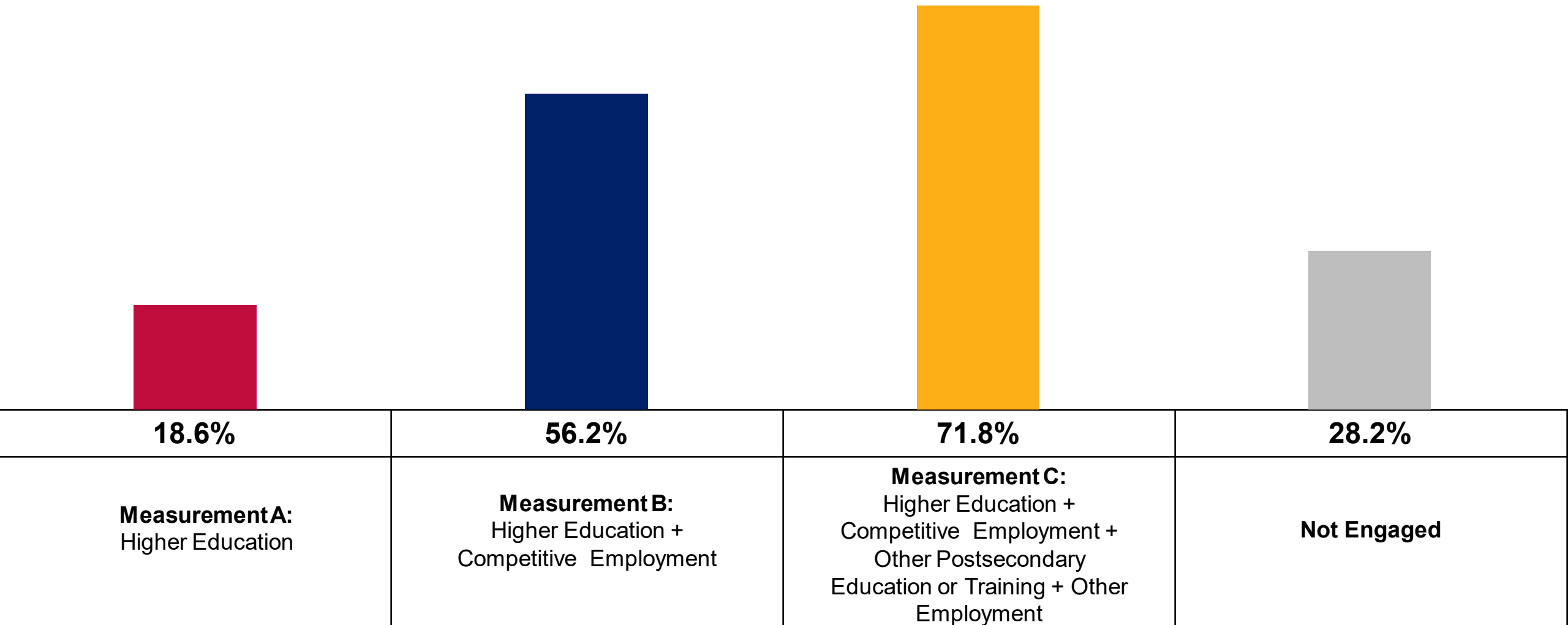


State of Arizona

2021 Post School Outcome Survey Results for
School Year 2019–2020 Exiters

Measurements A, B, & C

Arizona IDEA Part B SPP/APR Indicator 14: Post School Outcomes for 2019–2020 School Year Exiters



Categories of Engagement

Category of Engagement	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 per week • 90 days (cumulative) since leaving high school • Includes military employment • Worked for pay at or above the minimum wage while earning customary payrate • 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.)

Engagement Rates

6,245 responded for a 78.7% response rate

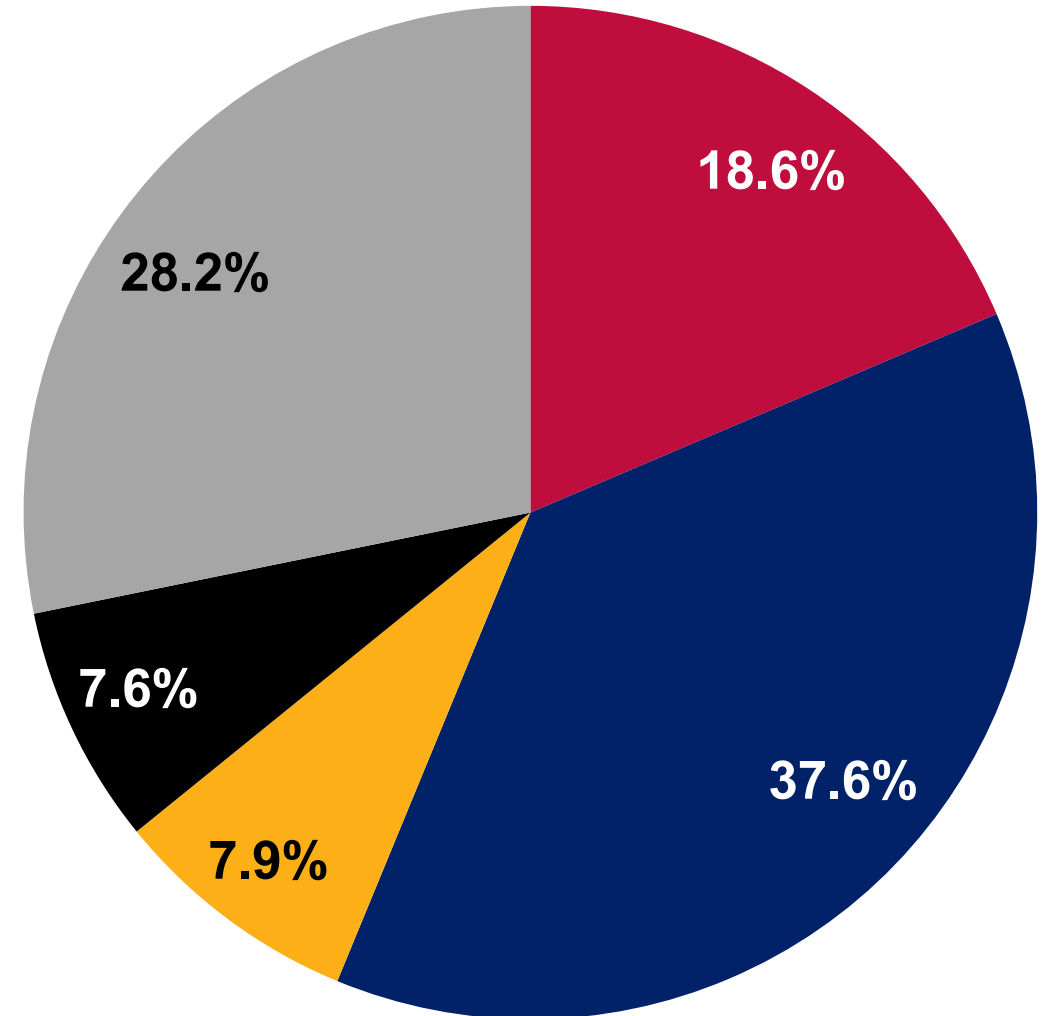
■ Higher Education

■ Competitive Employment

■ Other Postsecondary Education or Training

■ Other Employment

■ Not Engaged



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 / Representativeness Demographic Descriptions



Specific Learning Disability (SLD): Specific Learning Disability

Emotional Disturbance (ED): Emotional Disability (including ED privately place)

Intellectual Disability (ID): Mild Intellectual Disability, Moderate Intellectual Disability, and Severe Intellectual Disability

All Other Disabilities (AO): Autism, Hearing Impairment, Multiple Disabilities, Multiple Disabilities - Severe Sensory Impairment (including deaf-blindness), Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment

Minority: American Indian or Native Alaskan, Asian, Black or African American, Multi-Racial, and Native Hawaiian or Other Pacific Islander

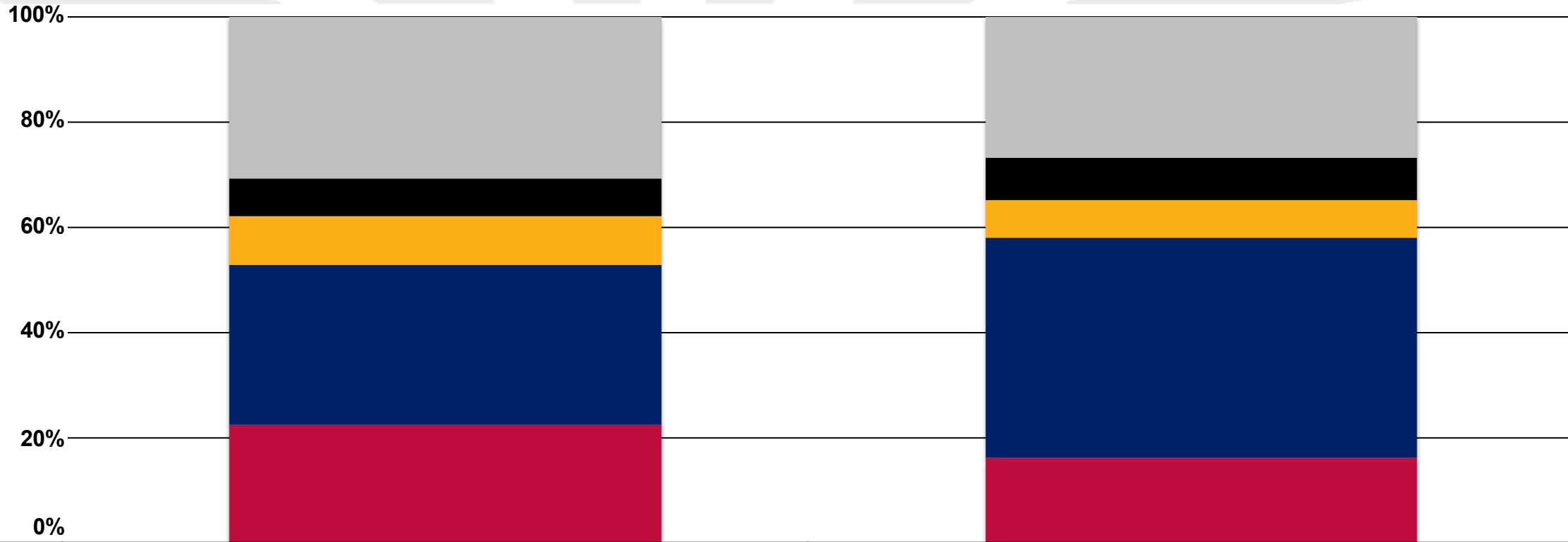
Limited English Proficiency (LEP): A student who is not fully English proficient, speaks a language other than English at home, and does not demonstrate English language skills of comprehension, speaking, reading, and writing at a level that would place him/her in a mainstream, English only class setting.

Response Rate and Representativeness

Response Rate by Demographic									
	Overall	Disability Category				Gender	Ethnicity	LEP	Exit Reason
		LD	ED	ID	AO	Female	Minority		Dropout
Target Leaver Totals	7,933	4,298	732	622	2,281	2,793	1,493	223	1,361
Response Totals	6,245	3,384	506	526	1,829	2,239	1,127	168	695
Response Rate	78.72%	78.73%	69.13%	84.57%	80.18%	80.16%	75.49%	75.34%	51.07%

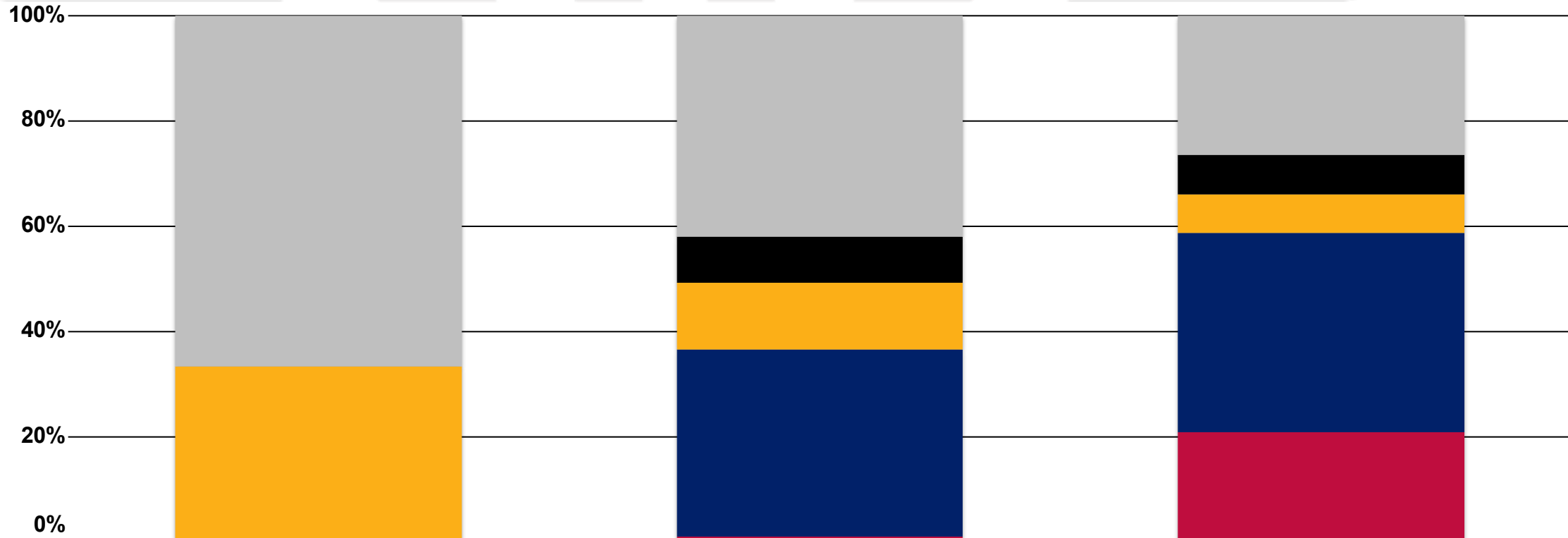
Representativeness									
	Disability Category				Gender	Ethnicity	LEP	Exit Reason	
	LD	ED	ID	AO	Female	Minority		Dropout	
Target Leaver Totals	54.18%	9.23%	7.84%	28.75%	35.21%	18.82%	2.81%	17.16%	
Response Totals	54.19%	8.10%	8.42%	29.29%	35.85%	18.05%	2.69%	11.13%	
Difference	0.01%	-1.12%	0.58%	0.53%	0.65%	-0.77%	-0.12%	-6.03%	

Gender Data



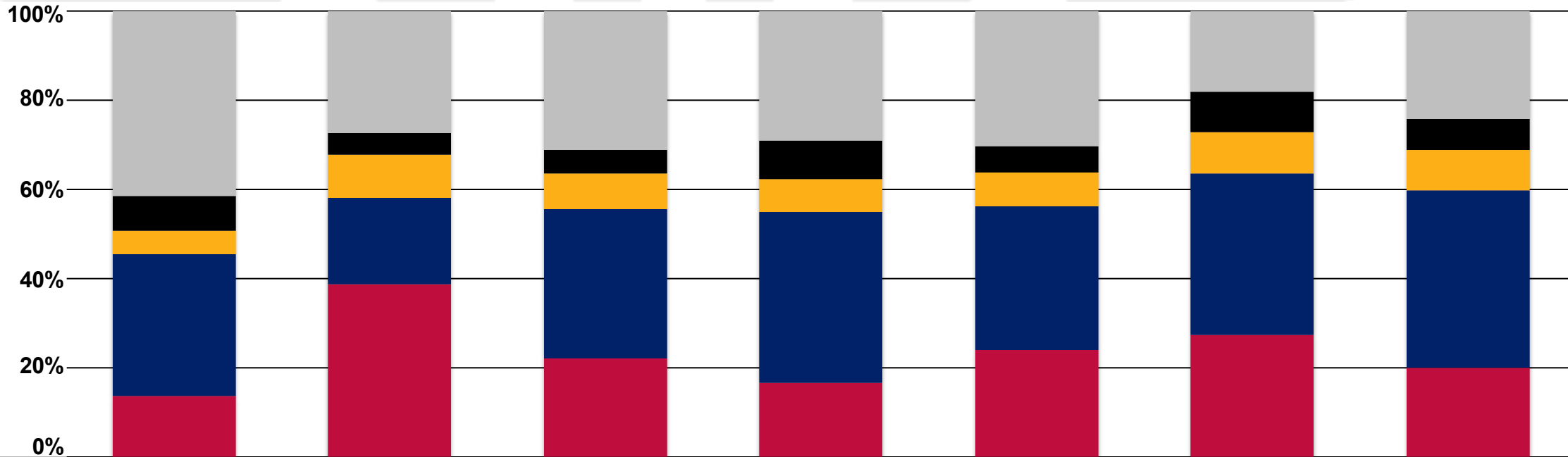
	Female (2,239)	Male (4,006)
■ Not Engaged	30.6%	26.8%
■ Other Employment	7.2%	7.9%
■ Other Postsecondary Education or Training	9.2%	7.2%
■ Competitive Employment	30.4%	41.7%
■ Higher Education	22.6%	16.4%

Exit Reason Data



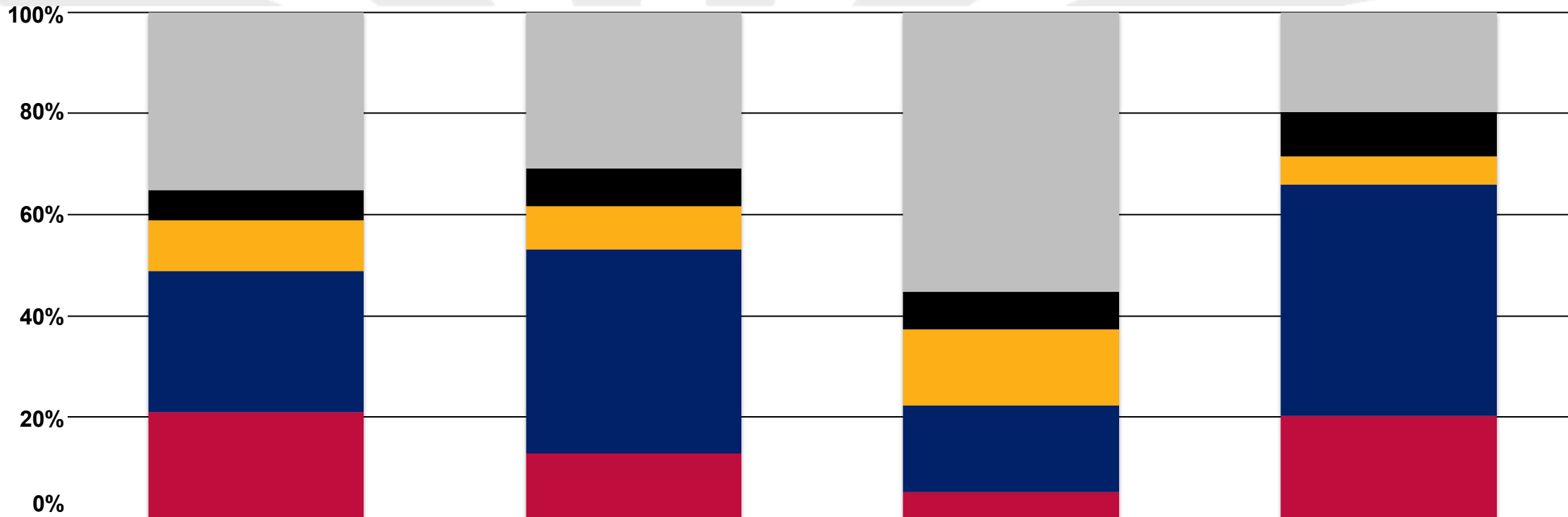
	Aged Out (*)	Dropped Out (695)	Graduated (5,547)
■ Not Engaged	66.7%	42.0%	26.4%
■ Other Employment	0.0%	8.8%	7.5%
■ Other Postsecondary Education or Training	33.3%	12.7%	7.3%
■ Competitive Employment	0.0%	35.5%	37.9%
■ Higher Education	0.0%	1.0%	20.8%

Ethnicity Data



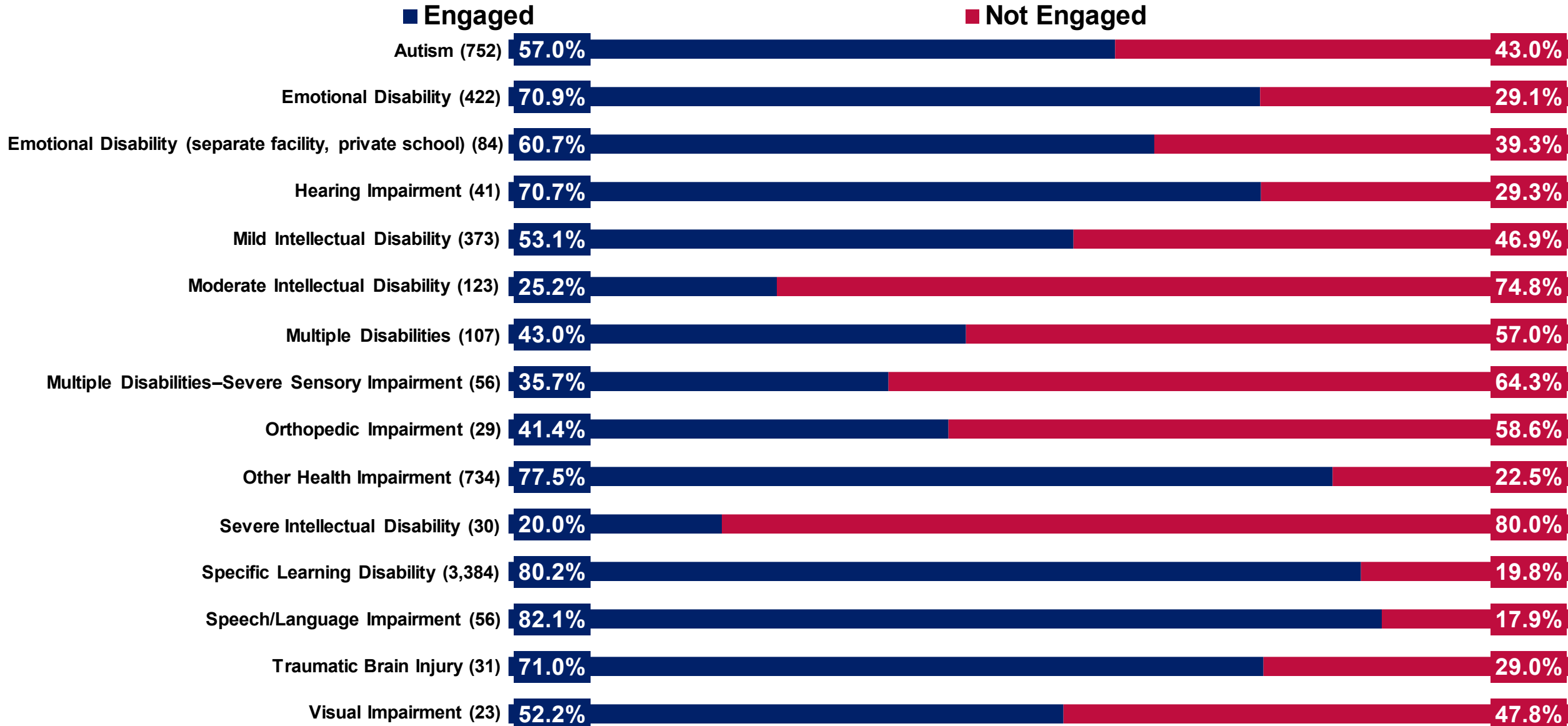
	American Indian or Alaskan Native (396)	Asian (62)	Black or African American (387)	Hispanic or Latino (2,807)	Multi-Racial (271)	Native Hawaiian or Other Pacific Islander (11)	White (2,311)
Not Engaged	41.4%	27.4%	31.3%	29.0%	30.3%	18.2%	24.2%
Other Employment	7.8%	4.8%	5.2%	8.7%	5.9%	9.1%	7.1%
Other Postsecondary Education or Training	5.3%	9.7%	8.0%	7.5%	7.7%	9.1%	8.9%
Competitive Employment	31.8%	19.4%	33.6%	38.2%	32.1%	36.4%	39.8%
Higher Education	13.6%	38.7%	22.0%	16.7%	24.0%	27.3%	20.0%

Disability Data

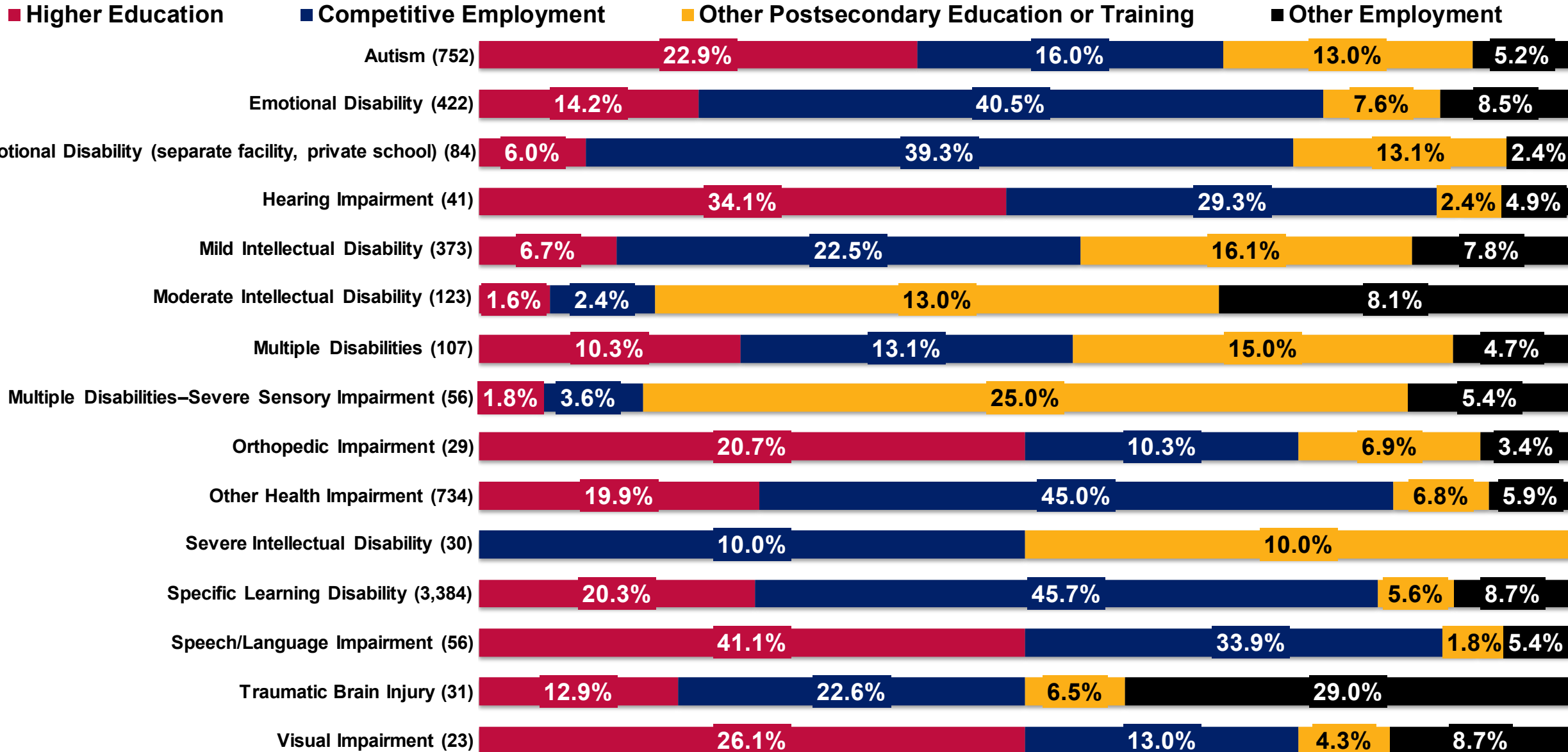


	All Other Disabilities (1,829)	Emotional Disturbance (506)	Intellectual Disability (526)	Specific Learning Disability (3,384)
■ Not Engaged	35.2%	30.8%	55.3%	19.8%
■ Other Employment	5.9%	7.5%	7.4%	8.7%
■ Other Postsecondary Education or Training	10.1%	8.5%	15.0%	5.6%
■ Competitive Employment	27.9%	40.3%	17.1%	45.7%
■ Higher Education	20.9%	12.8%	5.1%	20.3%

Disability Data (Extended Breakdown)



Disability Data (Extended Breakdown) (cont.)



County Data

■ Higher Education ■ Competitive Employment ■ Other Postsecondary Education or Training ■ Other Employment ■ Not Engaged

