



State of Arizona

Indicator 14: Post School Outcomes (PSO)

Reported Federally on the State Performance Plan (SPP)

and the

Annual Performance Report (APR)

Disclaimer: These IDEA Part B Indicator 14 data should be considered preliminary and are subject to change until the SPP/APR is finalized.

Defining Indicator 14



Measurement of a student's post school engagement.

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- enrolled in higher education
- competitively employed
- enrolled in postsecondary 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))

PSO Requirements and Your PEA

Each public education agency (PEA) that serves transition-aged students on IEPs is required to complete PSO surveys annually.

- Based on student exit years, PEA requirements can fluctuate.
- Arizona's aggregate survey results must be reported federally.
- School staff must make good-faith efforts to complete surveys.



REQUIRED

Categories of Engagement	
Category	Definition
Higher Education	- Enrolled full- or part-time Community College (2-year program) College/University (4- or more year program) 1 complete term
Competitive Employment	- 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	- 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	- 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.)

2025 PSO Data: Measurements A, B, and C

● **Measurement 14C**

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

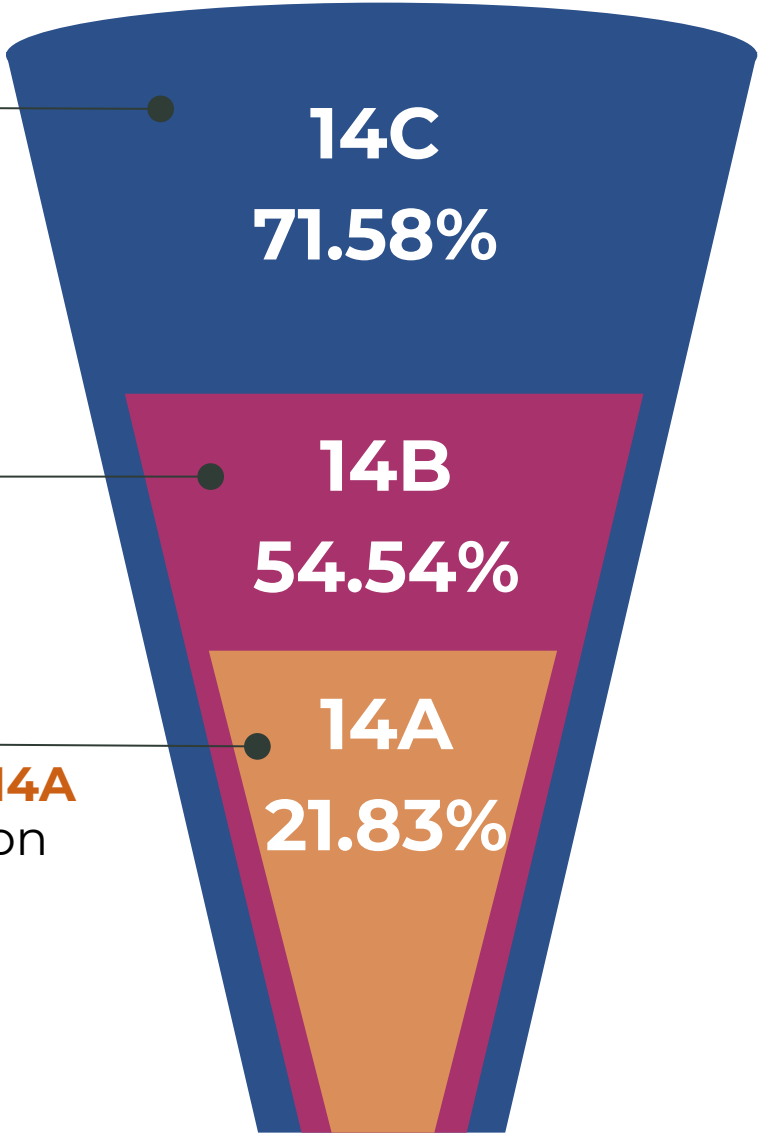
● **Measurement 14B**

Higher Education +
Competitive Employment

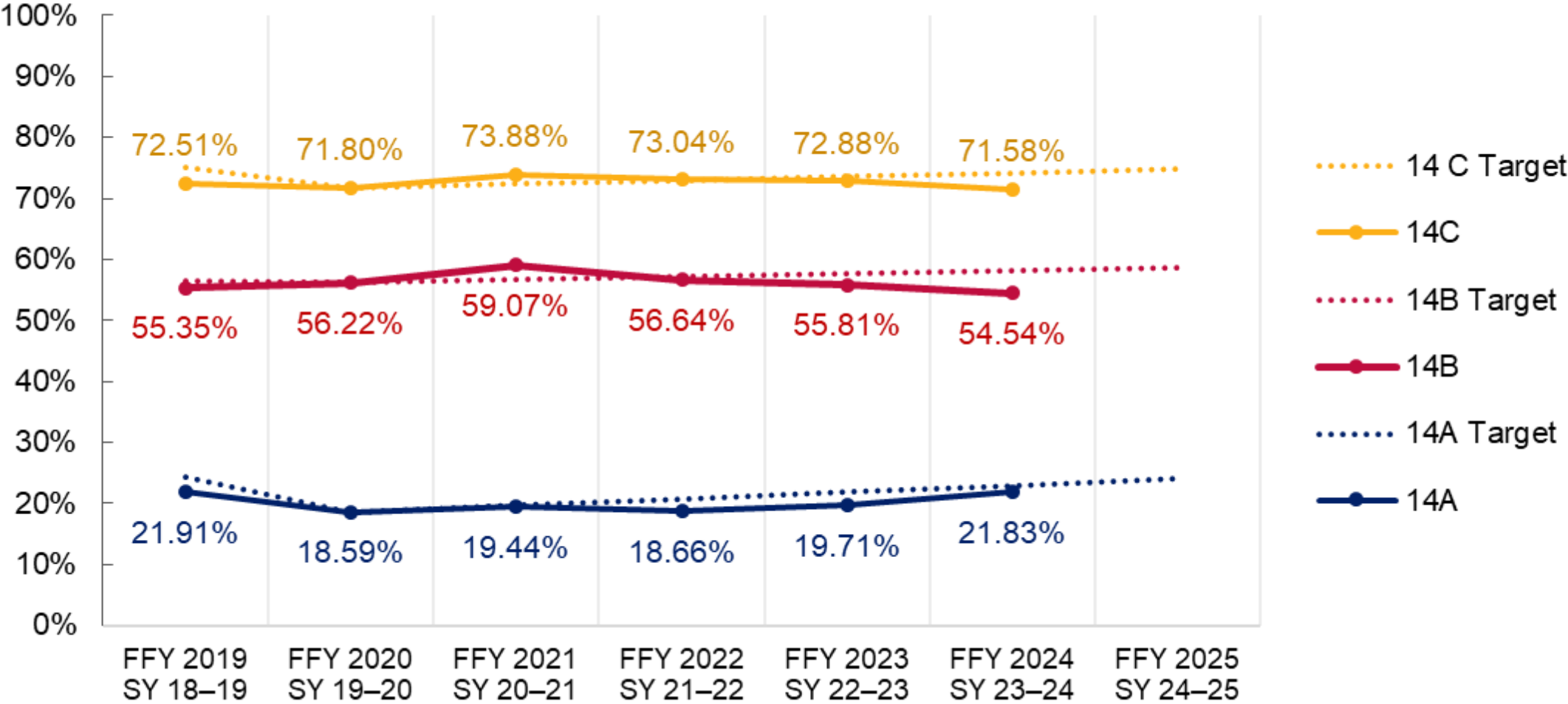
● **Measurement 14A**

Higher Education

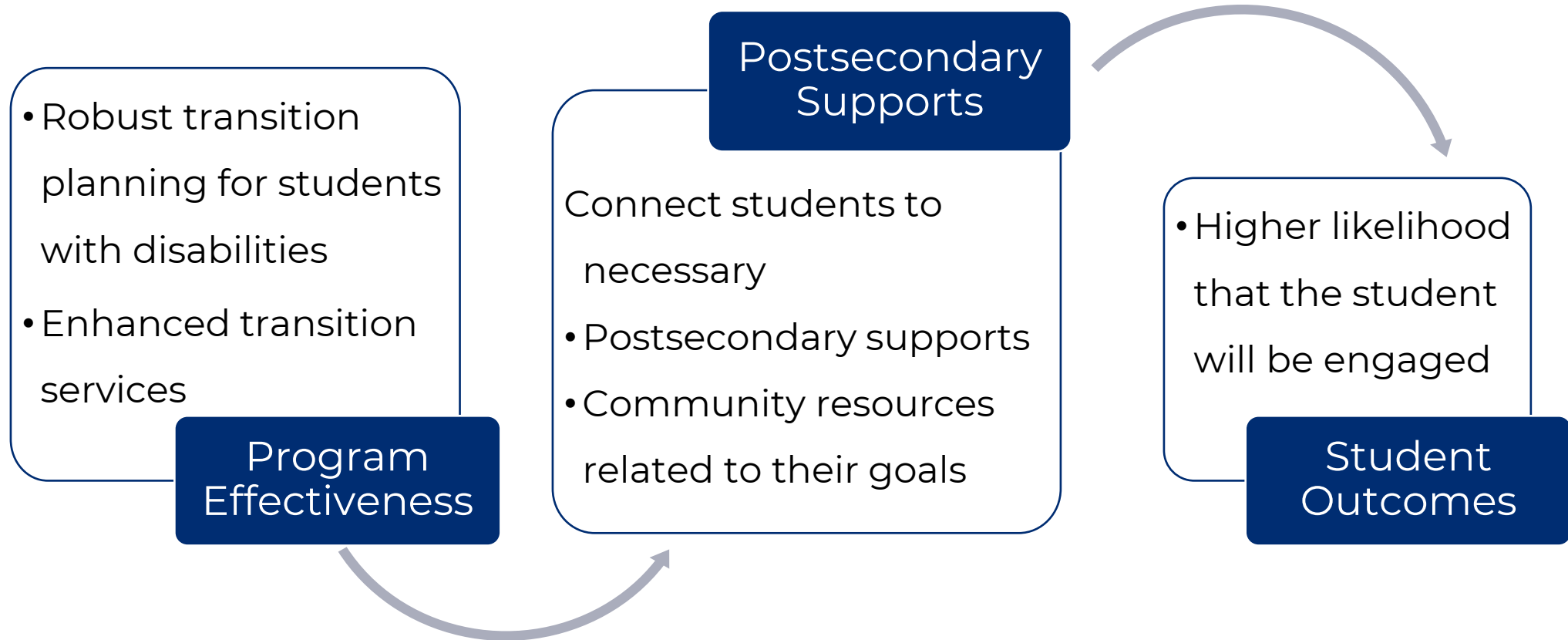
Measure	Rate	Respondents	Target
14A	21.83%	1,619	22.99%
14B	54.54%	4,046	58.22%
14C	71.58%	5,310	74.20%



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



Why Do We Collect PSO Data?



PSO Survey Protocol & Appropriate Respondents

The survey happens from June 1 to September 30 every year

- 14 questions with skip logic
- Three sections
 - Postsecondary Education/Training
 - Employment
 - Optional questions used to measure the impact of a major event on postsecondary engagement

Who can respond?

1. The eligible former student
2. A parent/caregiver or other family member
3. A state agency representative with a release of information (ROI)

Year-Round Best Practices

Implement comprehensive strategies to meet PSO requirements and document outreach efforts:

- **Review student lists early** to confirm survey capacity and verify contact details; report missing or incorrect information to the PSO Inbox.
- **Plan ahead** using backward design to ensure timely completion.
- Set achievable **goals** and regularly review **progress** with your team.
- Use **multiple** contact methods—phone, email, text, and mail—to reach students.
- **Document** all efforts accurately and use available resources or the PSO Inbox for support.

Good Faith Efforts

Make diligent, sincere attempts to reach former students

- Use strategies “Hard to Find Youth” before students exit HS

Contact Strategy:

- Use the full 4-month window
- Space out attempts for better reach
- 6–7 attempts per student
- Use 3 varied methods: phone, email, text, mail
- Reach out to siblings, emergency contacts, or agencies if needed

Starting a PSO Conversation

- Ask staff who already have rapport to build comfort and trust to administer the survey.
- Understand the purpose behind each PSO question so you can gather information naturally.
- Capture data through conversation—listen for details about school, training, or work.
- Use follow-up questions to clarify rather than reading items word-for-word.
- Reassure the student/family member about confidentiality.
- **Companion Document:** Provides definitions, follow-up prompts, and conversation strategies to support accurate, student-centered data collection.

The background of the slide features a close-up photograph of several bright yellow sunflowers with dark brown centers. A large, semi-transparent teal circle is positioned on the right side of the image, partially overlapping the sunflowers. The text is overlaid on the left side of the slide.

Post School Outcomes Participation & Engagement Rates

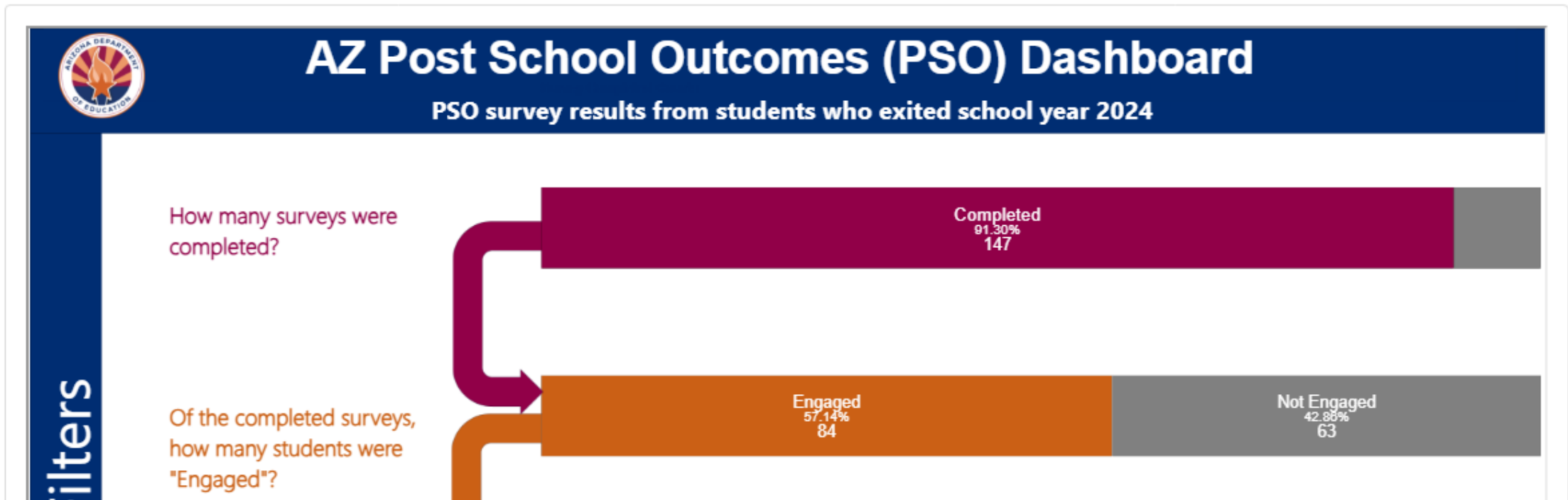
Buckeye Union High
School District

By Tiffany Gondocs

ESS Compliance Coordinator

Data

- Almost 150 students completed the survey
- 91.3% participation and 57.1% engaged



Transitions Approach & Platforms

- Major Clarity (old)
- School Links (new)
- Transition Guides & Assessments (develop transition plans)
- Annual IEPs
- On-Going Discussions
- Transition Classes
- Relating Goals to Transitions
- Transitions Trainings
- IEP Review



Strategies your PEA used to achieve strong PSO Participation and Engagement rates



- On-going discussions about the students plan after high school with student/parent
- Involving VR (Vocational Rehabilitation)
- Setting the student up with resources (military, tours, community events, colleges, applications, ASVAB testing, etc.)
- Pre-plan informing families that in 1 year we will be calling and checking in on them to see how successful they are doing at that time with their transition plan.
- Making transition plans realistic, obtainable, and creating a plan during the four years to help them achieve their goals.
- Aligning students' IEPs to realistic transitions plans
 - Example – if the student wants to be a streamer – get details stream what? Focus on that (make-up, events planner, coding, etc.)
 - Welder – get details – what is their step-by-step plan – West-Mec – tour/community events- make it real/smooth process

Post School Outcomes Plan

- Created a document and excel form to simplify the process
 - Columns included: first name, last name, DOB, contact information, the questions from the survey, contacted attempts and responses.
- Developed teams to help make phone calls from each campus
 - Who the student was most connected with on the ESS team
 - Teams included the department chair and a few paras possible service coordinator if needed
 - District Coordinator contacted every family
- Contacted families' multiple times, left voice messages, informed why we are calling and when to expect to hear back from us.
- Parents and students were thankful to hear from us, knowing we would be contacting them, and how successful they are currently doing with their plan, being thankful we guided them.

Transcript

- In every senior meeting we inform the parents and students we will be following up with them on their transition plan to see how successful they have been.
- Hello, this is _____, with Buckeye Union High School District and we wanted to reach out and see how successful you have been with your transitions plan from your IEP since you graduated. Tell me, were you able to get a job if so, where or did you go to college?
- Hello, this is _____, with Buckeye Union High School District and I am conducting a survey on how well our students are doing one year after graduation with their transition plans. We wanted to follow up with you to see how you have been doing, are you working or going to school currently? Then, follow up from here...
- Option 2 – we would have it pre-filled in the excel form what they wanted from their transition plan and we would specifically ask them about that.

Resources

Power BI Tool

- Statewide data in comparison to school-level data
 - District and Campus access
- 5 years' worth of PSO trend data available
- Transform your data into custom visuals with filters
- Accessible Tool



Power BI

PSO Resources

[PSO Resource Wakelet](#)

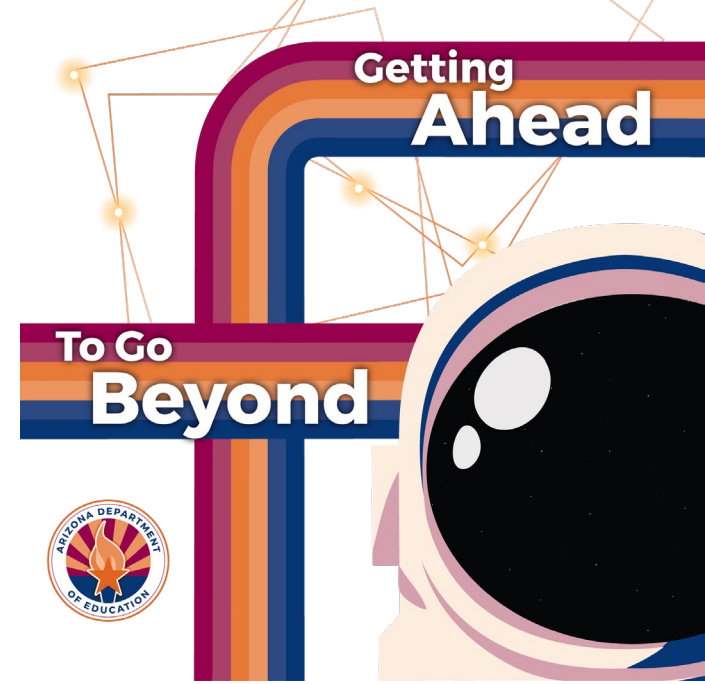
- Step by Step Power BI Tutorial Video
- Power BI User Guide

[PSO Website](#)

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

[Secondary Transition Support Request Form](#)

- For technical assistance about secondary transition best practices or the PSO Survey, please complete the form.



Contact Information

Arizona Department of Education Exceptional Student Services

Special Projects Unit

Secondary Transition Team

Email the PSO Inbox

1535 W. Jefferson St. Bin #24

Phoenix, AZ 85007

Visit the PSO Website



Join the Secondary Transition Email List

