

SPP/APR* Indicator Summary

Indicator 1 – Graduation



Percentage of students exiting special education who met regular graduation requirements.

Why is the indicator important?

The way students with disabilities exit special education and related services (graduation, dropout, met maximum age) provides key information on how well Idaho’s education system is supporting students with disabilities toward successful secondary and post-secondary outcomes.

Studies show, when compared to non-graduates, youth who achieve a high school diploma have greater access to post-secondary training and employment opportunities.

Where does the data come from?

The data used for calculating this percentage are submitted to the state from districts and charters also known as local education agencies (LEAs). Data are submitted through the Idaho System for Educational Excellence (ISEE) as part of the Special Education Students file. Only students who are on an IEP ages 14-21 who exit special education through the following exit categories are included in this calculation.

- Graduated – Met Regular State Requirements
- Completed – Met Adapted Requirements
- Reached Maximum Age
- Dropped Out

How is the indicator calculated?

$$\frac{\text{\# Students who Graduated – Met Regular State Requirements}}{\text{\# Students who exited special education All Categories}} = \text{\% of students exiting who Met Regular Graduation Requirements}$$

What are the goals of the indicator?

Idaho’s goal is to increase the percentage of students with disabilities exiting special education by meeting regular state graduation requirements. Below are the yearly goals or targets by school year and the federal fiscal year (FFY). Targets, showing approximately 5% increase from baseline, were established by the Idaho State Department of Education (SDE) with the help of educational partners such as parents, community leaders, educators, and self advocates.

2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
63.84%	63.85%	63.9%	65.05%	66.21%	67.37%

* State Performance Plan / Annual Performance Report (SPP/APR) .

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including graduation, is used when identifying districts and charters schools or local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

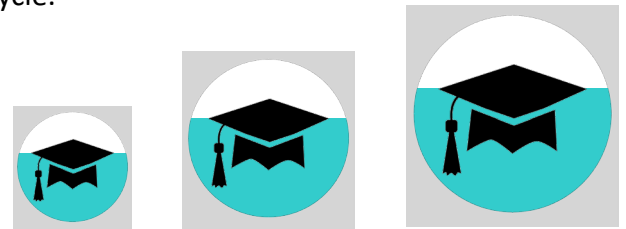
How does growth affect graduation percentages?

As the population of Idaho increases more graduates are needed to stay at the same graduate percentage. Even more are needed in order to show growth.

Example:

Say the number of students exiting special education through graduation, completed-adapted requirements, dropout, and age out increases by **100** every year. **To keep the same percentage** from baseline **63.84%**, about 64 of those additional 100 students every year would need to exit special education by graduating totaling nearly 400 more graduates per year at the end of the SPP/APR cycle.

The table below shows what this annual increase would look like for this example which keeps the same percentage year to year.

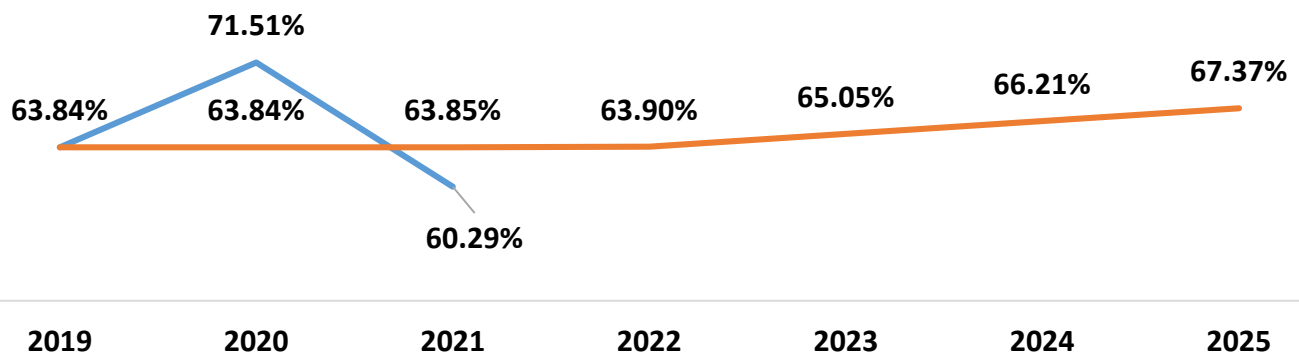


Count of Students	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Graduating	1070	1134	1198	1262	1326	1390	1454
Exiting	1676	1776	1876	1976	2076	2176	2276

Idaho's Progress to State Targets

2018-2019 = Baseline
63.84% of exiting students graduated

— Target
— State Data



Additional information:

The COVID-19 pandemic impacted percentages for Indicator 1 in school year (SY) 19-20 and 20-21. In SY 19-20, counts of students who were on track to graduate and meet regular state graduation were not affected, but changes in attendance, educational service delivery, etc., resulted in fewer students listed as having dropped out, completed adapted requirements, and reached maximum age. Those students who otherwise would have exited in the 19-20 school year instead exited in the 20-21 school year.