SPP/APR* Indicator Summary
Indicator 2 – Drop Out

Percentage of students exiting special education by dropping out.

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?

$$\div \quad \frac{\textbf{\# Students who Dropped Out}}{\textbf{\# Students who exited special education All Categories}}$$

$$= \quad \textbf{\% of students who Dropped Out}$$

What are the goals of the indicator?

Idaho's goal is to decrease the percentage of students with disabilities exiting special education by dropping out of school. Below are the yearly goals or targets by school year (SY) and the federal fiscal year (FFY) they will be reported. Targets, showing approximately a 12.8% decrease from the baseline of 17.90%. The state targets 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)
17.70%	17.50%	17.30%	16.73%	16.17%	15.61%

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

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including drop out data, 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 percentages?

As the population of Idaho increases each year will require further reductions in drop out to stay at the same percentage. Maintaining engagement of students of an even greater number is needed in order to show improvement. So what do the current targets mean for dropout prevention?

Example:

On average the number of students exiting special education through graduation, completed-adapted requirements, dropout, and age out increases by **100** every year. When applying this yearly increase to the total number of exiters over six years and then applying the targets every year, this would mean keeping at least **137** more students engaged than if the state stayed at the baseline percentage of 17.90%.
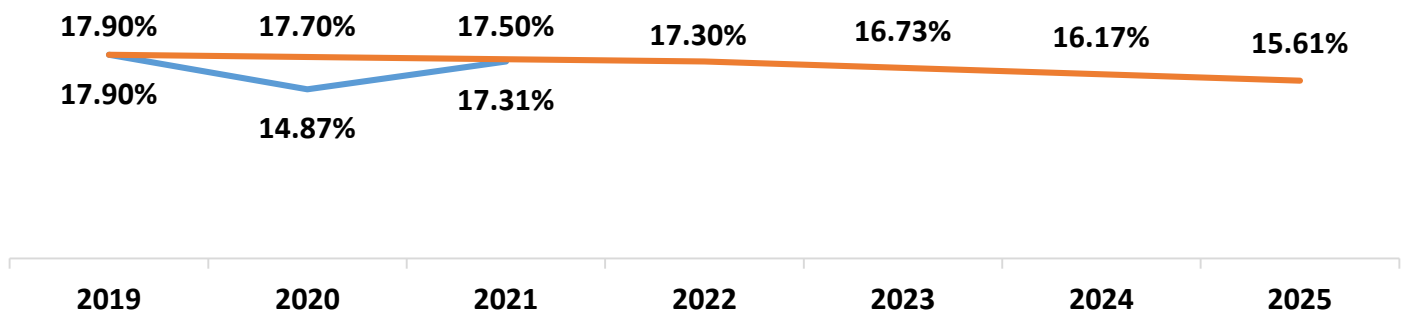
137

more students staying engaged if Idaho meets its targets versus staying at baseline.
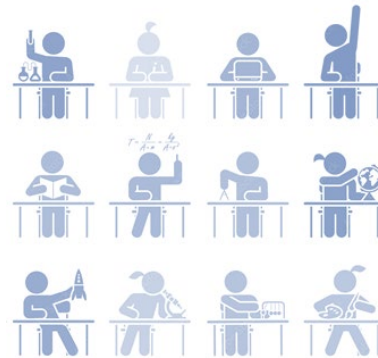
Idaho's Progress to State Targets

2018-2019 = Baseline
17.90% of exiting students dropped out

— Target
— State Data

17.90%	17.70%	17.50%	17.30%	16.73%	16.17%	15.61%
17.90%		17.31%				
	14.87%					

| 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |

Additional Information

The COVID-19 pandemic impacted percentages for Indicator 2 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.