Indicator 2: Dropout Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 2 measures the percentage of youth with Individualized Education Programs (IEPs), ages 14-21, exiting special education by dropping out. To calculate indicator 2:

(1) Take the number of youth with IEPs (ages 14-21) who exited special education due to dropping out;
(2) Divide that number by the number of all youth with IEPs (ages 14-21) who left special education;
(3) The result is the percentage of youth exiting special education by dropping out.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Data are collected from the Education Management Information System (EMIS) Student Standing, Special Education Event, Special Education Graduation and Student Detail files.

How has this Indicator Changed?

States are now required to align indicator 2 with dropout data from the ED*Facts* Exiting Report. Ohio's calculation for indicator 2 has reflected this change since 2015-2016.

Data Notes

1. The following categories are included in the total number of all youth with IEPs who left special education:
   (a) Graduated with a regular high school diploma;
   (b) Graduated with a state-defined alternate diploma;
   (c) Received a certificate;
   (d) Reached maximum age; or
   (e) Dropped out.
2. The following categories of youth with IEPs who exited special education are *not* included in the total number of all youth with IEPs who left special education:
   (a) Transferred to regular education; or
   (b) Moved but are known to be continuing in an educational program.
3. A dropout rate is not part of the Ohio School Report Cards and is not measured for all students. This means data are not available to compare the dropout rate for students with disabilities to students without disabilities.
4. Ohio received a 2021 Special Education Determination score of *Needs Assistance for the second year in a row.* This determination was due to earning zero points for the dropout rate (indicator 2) and the graduation rate (indicator 1) for students with disabilities. A score of zero means Ohio is in the lowest performing group of states on these measures.

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HOW HAS OHIO PERFORMED COMPARED TO THE NATION?

**Percentage of Students with Disabilities Who Exited School by Dropping Out
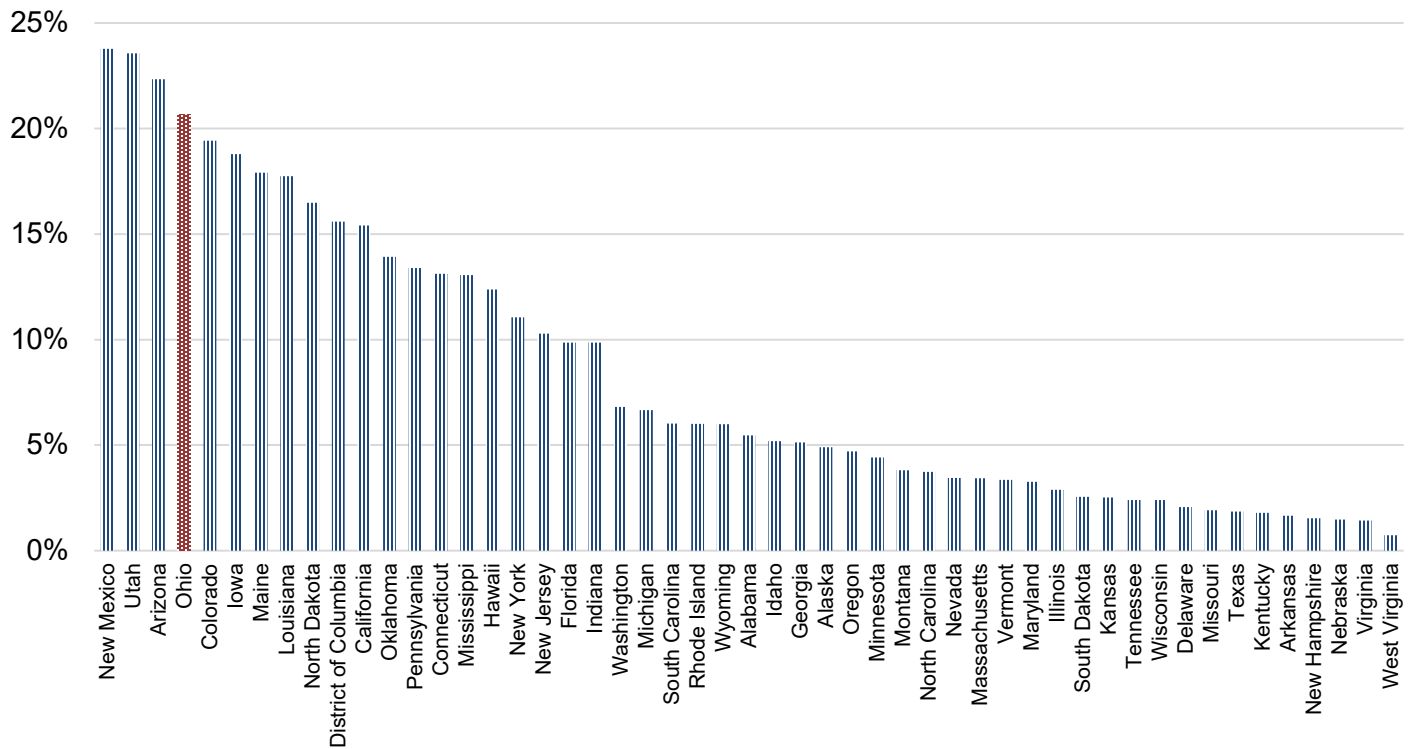2018-2019**

Figure 1. Ohio's percentage of students with disabilities who exited school by dropping out in 2018-2019 was the fourth highest in the nation at 20.68%, excluding U.S. territories with very small student populations.

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HOW HAS OHIO PERFORMED OVER TIME?

Dropout

24.12% 20.26% 20.89% 20.63% 20.68% 16.68%
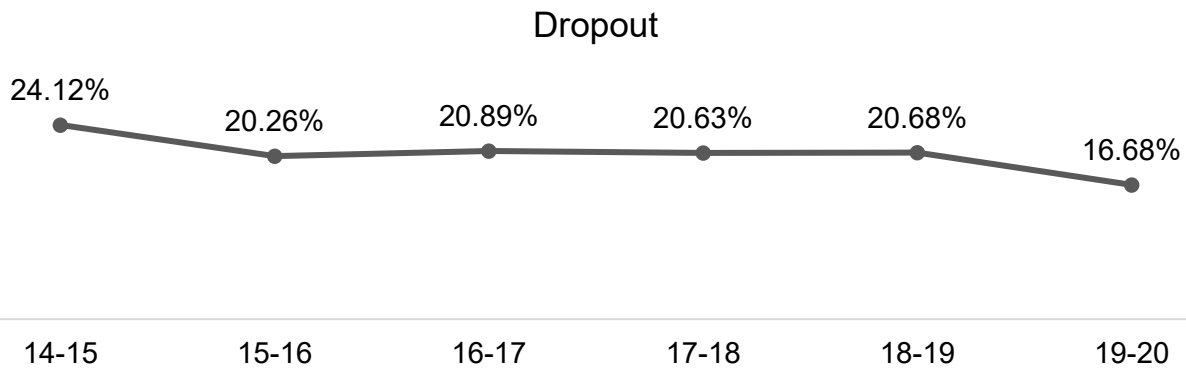
14-15 15-16 16-17 17-18 18-19 19-20

Figure 2. Ohio's percentage of students with disabilities dropping out decreased from 24.12% to 16.68% over six years.

Table 1. Number of students with disabilities dropping out and exiting special education, percentage of students with disabilities dropping out, and the change in percentage from 2014-2015 through 2019-2020.

Indicator 2: Dropout	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Students with disabilities who dropped out	5,319	4,344	4,491	4,369	4,403	3,437
Total number of students with disabilities exiting special education	22,056	21,438	21,503	21,178	21,294	20,606
Percentage	24.12%	20.26%	20.89%	20.63%	20.68%	16.68%
Change in percentage	n/a	-3.86%	+0.63%	-0.26%	+0.05%	-4.00%

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HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

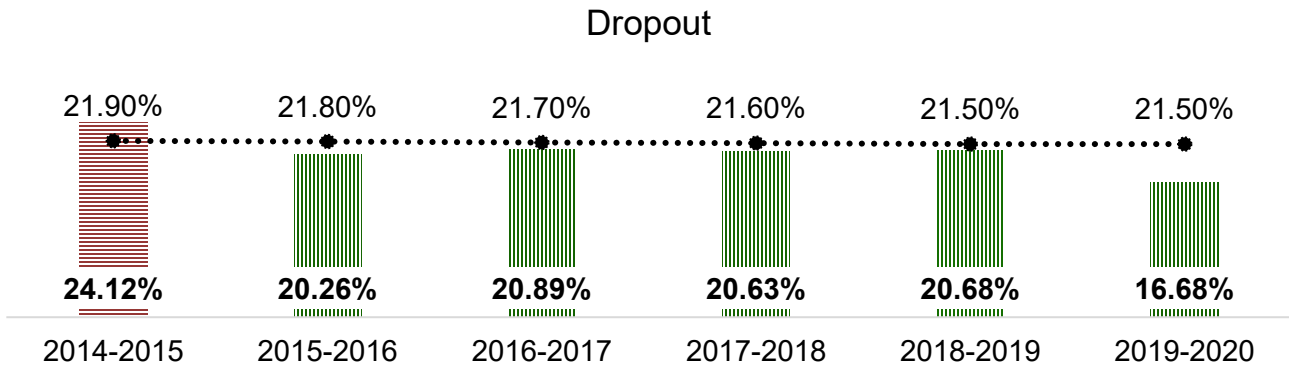For indicator 2, the goal is to be at or below the target.

Figure 3. Ohio has met the state target for the dropout rate of students with disabilities for the five most recent years.

Table 2. Percentage difference between the state target and Ohio's dropout rate for students with disabilities. The goal for indicator 2 is to be at or below the target. Positive difference numbers indicate the state was above the target for that year and did not meet the target. Negative difference numbers indicate the state was below the target for that year and did meet the target.

Data Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019
Difference between state target and Ohio's performance	2.32%	-1.44%	-0.71%	-0.87%	-0.82%	-4.82%

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WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

Strategies and Initiatives

1. The Office for Exceptional Children's next State Systemic Improvement Plan will focus on improving graduation rates and decreasing dropout rates for students with disabilities.
2. In June 2021, the Office for Exceptional Children released the *11 District Plan* in response to the *Doe Settlement*. This plan outlines increased supports from the Ohio Department of Education for students with disabilities in 11 targeted districts. However, the resources and other supports developed will be available statewide and therefore accessible to any district. In 2019-2020, the 11 Districts included 15.7% of Ohio's students with disabilities and 12.12% of all Ohio's students. The *11 District Plan* includes an objective to improve postsecondary transition strategies for students with disabilities ages 14-22. In addition, the plan includes a strategy for the 11 districts to pilot the new Early Warning System within the Ohio District Data Exchange. Early warning systems are designed to identify and support students at risk of dropping out and prevent drop out.
3. In March 2021, the Office for Exceptional Children released *Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities*. This plan includes a focus on improved postsecondary transition and outcomes.
4. The Ohio Department of Education received a Statewide Longitudinal Data System grant to develop an Early Warning System and a Progress Toward Graduation reporting system in the Ohio District Data Exchange.
5. The Office for Exceptional Children is leading a state cross-agency initiative titled Establishing Families as Partners in the Secondary Transition Planning Process.
6. The Ohio Department of Education and Opportunities for Ohioans with Disabilities have developed an interagency agreement to increase access to vocational rehabilitation services starting at age 14. The initiative is called the Ohio Transition Support Partnership.
7. The Office for Exceptional Children has contracted with the Ohio Center for Autism and Low Incidence (OCALI) to develop an Age-Appropriate Transition Assessment Tool for district use as a resource to offer strategies on transition planning for students with autism spectrum disorders.

State Legislation

8. Ohio's graduation requirements for the class of 2023 offer multiple pathways to graduation. Ohio's newly adopted graduation requirements provide greater flexibility and acknowledge that students can demonstrate competency and readiness through a variety of mechanisms.
9. Per Ohio Revised Code 3313.617, all students in grades 9-12 in Ohio are required to have graduation plans in place.
10. Per Ohio Revised Code 3313.617, districts must have a policy in place to identify students who are at-risk for not meeting graduation requirements and to develop intervention plans.
11. Per House Bill 410, each school district must have a chronic absenteeism policy.

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PROPOSED TARGETS

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 2 is to be at or **below** the target.

Table 3. Proposed Target Table Option A.

Indicator Measure	2012-2013 Indicator Baseline	2019-2020 State Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
Percentage of students with disabilities, ages 14-21, dropping out	21.60%	16.68%	16.68%	16.50%	16.25%	16.00%	15.75%	15.50%
Data Year*	n/a	n/a	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

*Due to data availability, Indicator 2 lags one year behind the other indicators for reporting purposes. Targets for this indicator reflect the reporting year rather than the year of the data. For example, the 2019-2020 dropout rate is held to the target for the 2020-2021 reporting year. The Data Year row of this table identifies the data year for each target.

Option A Rationale

- Reaching 15.5% by the 2025-2026 school year would move Ohio from the lowest-performing group of states to the middle-performing group of states in the annual ranking and scoring for state Special Education Determinations by the U.S. Department of Education.
- Ohio's 2019-2020 dropout rate may be an anomaly due to being a pandemic year. If so, Ohio's dropout rate may go back up to 20% or higher in subsequent years.
- In comparison to Ohio's 2019-2020 performance, meeting the final target of 15.5% by 2025-2026 will require 243 fewer students with disabilities across Ohio to drop out.

Table 4. Proposed Target Table Option B.

Indicator Measure	2012-2013 Indicator Baseline	2019-2020 State Data	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
Percentage of students with disabilities, ages 14-21, dropping out	21.60%	16.68%	16.68%	16.00%	15.50%	15.00%	14.00%	13.00%
Data Year*	n/a	n/a	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

*Due to data availability, Indicator 2 lags one year behind the other indicators for reporting purposes. Targets for this indicator reflect the reporting year rather than the year of the data. For example, the 2019-2020 dropout rate is held to the target for the 2020-2021 reporting year. The Data Year row of this table identifies the data year for each target.

Option B Rationale

- Option B is a more rigorous option in comparison to Option A.

- Reaching 13% by the 2025-2026 school year would move Ohio from the lowest-performing group of states to the highest-performing group of states in the annual ranking and scoring for state Special Education Determinations by the U.S. Department of Education.
- In comparison to Ohio's 2019-2020 performance, meeting the final target of 13% by 2025-2026 will require 758 fewer students with disabilities across Ohio to drop out.

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