



MSDE Public Website of State Performance Plan Results

Local School System Results for Special Education

Maryland: Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	-	-	73.30%	-	-	-	-
State Target:	-	-	-	72%	72%	78%	81%
State Results:	-	-	73.30% Target Met	-	-	-	-
State Total# of Students:	-	-	202	-	-	-	-
State Indicator Measurement:	-	-	148	-	-	-	-

Narrative Description of Indicator

In correspondence, dated December 15, 2005, MSDE received permission from OSEP to use the data generated by the Maryland Longitudinal Transition Study (MDLTS) as the baseline for the percent of youth in competitive employment, enrolled in some type of postsecondary school, or both. The MDLTS is a companion to the National Longitudinal Transition Study 2 funded by the USDE and conducted by SRI Inc. The state level study will be identical to the national study, with a few exceptions in sample construction and the timing of initial data collection activities. The MDLTS was begun in December 2000. The MDLTS is investigating the number of domains that influence student achievement and post school outcomes. The domains include student characteristics, family characteristics, school characteristics and policies, school programs, and non-school factors.

Wave 1 investigated the domains that influence student achievement, including student characteristics, family characteristics, school characteristics and policies, school programs and nonschool factors. SRI International utilized the following strategies to gather data:

- parent interviews & surveys
- school program surveys
- family interviews & surveys
- school background surveys
- direct student assessments
- student transcript reviews
- teacher interviews & surveys
- students interviews & surveys

Wave 2 is examining student outcomes and their lives out-of-school. Characteristics of out-of-school youth, engagement in postsecondary education, work or preparation for work, household circumstances, leisure activities, social involvement, and citizenship are the specific areas being examined. The following strategies were used to gather data for this part:

- parent interviews & surveys
- transcript reviews
- student interviews & surveys

Other Data for this Indicator

The out-of-school youth with disabilities that are the focus of this report have just entered the adult world. A total of 148 (73.3%) youth with disabilities are engaged by employment, attending postsecondary school, or a combination of both. Fifty (24.7%) youth with disabilities are engaged in both employment and postsecondary education. Employment is the most common form of engagement with 140 study participants (69.3%) working for pay in full or part-time jobs since leaving high school.

The MDLTS found that the engagement for youth with disabilities has little to do with their demographic characteristics. School leavers who are younger are less likely to be engaged than youth who are older. Youth from the wealthiest households are more likely to be engaged than youth from middle-income households.

Although rates for engagement are relatively high for this group of Wave 2 respondents, the number of youth who are not engaged is alarming. A total of 54 (26.7%) youth with disabilities are not engaged in any productive activity. Some in this group are incarcerated. Some in this group may be finding barriers to engagement, or may not know how to advocate for themselves, or may have set expectations too high for them.