



## MSDE Public Website of State Performance Plan Results

### Local School System Results for Special Education

#### Maryland: Indicator 2

Percent of youth with IEPs dropping out of high school.

### Results

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
State Baseline:	5.5%	-	-	-	-	-	-
State Target:	-	3.81%	3.81%	3.54%	3.54%	3.54%	3.27%
State Results:	-	5.7%	4.98%	5.78%	4.31%	-	-
State Total# of Students:	-	31771	31159	32195	29596	-	-
State Indicator Measurement:	-	1794	1551	1861	1276	-	-

### Narrative Description of Indicator

Maryland defines the dropout rate as the percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students includes those who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state approved program during the current school year. The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs.

The dropout rate is computed by dividing the number of dropouts by the total number of students in grades 9 through 12 served by schools. Students who re-enter school during the same year in which they dropped out. Maryland uses this measurement for all students.

Maryland did not meet the interim target (3.00%) set by the Maryland Board of Education. Students with disabilities had a dropout rate of 4.31% (n = 1,276 divided by 29,596). This was a decrease of 1.47 percentage points from the FFY 2007 rate of 5.78%. There were only eight of twenty-four local school systems that had an increase in the dropout rate, three of which still met or exceeded the State target rate. The largest increase was 2.18%. Two school systems did not have any students with IEPs dropout. Twelve school systems had a dropout rate that met or exceeded the state target. Two local school systems experienced decreases of 7% or greater.

MSDE will continue to place emphasis on appropriate transition planning. Transition planning provides students with purpose for staying in school. It also provides them with connection to school staff. Research demonstrates that the lack of connection with school staff is one of the predominant reasons given for dropping out.

Data and results presented here are current as of March 2010 and reflective of updates and changes following the January 2010 submission of the Annual Performance Report (APR).