

## MSDE Public Website of State Performance Plan Results

### Local School System Results for Special Education

Maryland: Indicator 1

Percent of youth with IEPs graduating from high school with a regular diploma.

#### Results

|                              | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| State Baseline:              | 74.8%   | -       | -       | -       | -       | -       | -       | -       | -       |
| State Target:                | -       | 83.24%  | 83.24%  | 85.5%   | 85.5%   | 85.5%   | 87.75%  | 87.75%  | 87.75%  |
| State Results:               | -       | 76.8%   | 75.61%  | 72.85%  | 67.23%  | 70.05%  | -       | -       | -       |
| State Total# of Students:    | -       | 5369    | 5522    | 6082    | 5181    | 5876    | -       | -       | -       |
| State Indicator Measurement: | -       | 4122    | 4175    | 4431    | 3483    | 4116    | -       | -       | -       |

#### Narrative Description of Indicator

Maryland offers one diploma known as the Maryland High School Diploma. The requirements for a Maryland High School Diploma are applicable to all students, including youth with IEPs. The data provided for Indicator 1 of the SPP/APR is taken from the Maryland Report Card. The 2009 Graduation Rate is based on the same National Center for Educational Statistics (NCES) calculation formula that Maryland Public Schools have used since NCLB requirements were first implemented.

Maryland did not meet the target set by the Maryland State Board of Education for FFY 2009. The graduation rate for students with disabilities was 70.05% (n = 4116 divided by 5876).

Based upon the Leaver Rate of Graduation, Maryland experiences an improvement in the graduation of students with IEPs over the previous year (70.05). Three school systems met the State performance standard for graduation of 90%. There was positive movement in 13 school systems. Seven local school systems experienced a decrease in the graduation rate. This is less than in the previous year. One local school system has experienced positive growth in the graduation rate every year since 2006.

Other Statewide factors that result in improving graduation rates:

- The promotion rates of 9th grade students have continued to improve since 2006.
- The attendance rate for students with IEPs has been above 94% since 2006.
- The amount of instructional time lost to suspensions has decreased.
- The number of students completing Career and Technical Education (CTE) programs is increasing. In FY 2009 20.4% of students with IEPs who graduated did so by successfully completing a CTE program.

The following definition and formulas are used by Maryland for the graduation rate:

Leaver Rate = the percent of students who received a Maryland high school diploma during the reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of the dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. Additional information may be found on the School Improvement in Maryland Website at <http://www.mdk12.org>.

### Adequately Yearly Progress Data

The data used for determining Adequate Yearly Progress for FFY 2009, as determined by the Maryland State Board of Education, is the Leaver Rate. The performance standard for graduation is 90% to be met by FFY 2013.

The data that is used for this report is taken from the Maryland Report Card, the official data reporting source for the Maryland State Department of Education. As explained above, the formula uses a cohort group to determine the graduation rate for students. This formula does not allow for students who do not fit into the cohort group. For example:

- Students who enter Maryland public schools in grades other than Grade 9
- Students who dropout and then return to earn their high school diploma
- Students who have taken more than 4 years to graduate

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