

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	2011/12	2012/13
State Baseline:	5.5%	-	-	-	-	-	-	-	-
State Target:	-	3.81%	3.81%	3.54%	3.54%	3.54%	3.27%	3.27%	3.27%
State Results:	-	5.7%	4.98%	5.78%	4.31%	4.41%	4.46%	-	-
State Total# of Students:	-	31771	31159	32195	29596	31391	31399	-	-
State Indicator Measurement:	-	1794	1551	1861	1276	1385	1399	-	-

Narrative Description of Indicator

PLEASE NOTE: In the graph and results chart above a value of 3% indicates that the target was met and the actual result value was less than or equal to 3%

In accordance with the Code of Maryland Regulations (COMAR) 13A.08.01.07, Maryland defines a 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 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 - 12 served by the school. Students who re-enter school during the same school year in which they dropped out of school are not counted as dropouts. The same measure is used for all students, including students with IEPs.

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Maryland did not meet the target (3.27%) set by the Maryland Board of Education. Students with disabilities had a dropout rate of 4.46%(n = 1399divided by 31399). This was an increase of 0.05percentage points from the FFY 2009rate of 4.41%.

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 2012and reflective of updates and changes following the January 2012submission of the Annual Performance Report (APR).