

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	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
State Baseline:	-	-	73.30%	-	-	-	-	-	-	-	-	-	-	-
State Target:	72%	72%	72%	72%	72%	78%	82%	82%	82%	82%	55.00%	56.00%	57.00%	58.00%
State Results:	-	-	73.30% Target Met	77.00% Target Met	-	82.00% Target Met	62.73%	85.99% Target Met	81.44%	82.59% Target Met	56.32% Target Met	61.47% Target Met	72.93% Target Met	76.93% Target Met
State Total# of Students:	-	-	202	504	-	6562	6887	7283	7263	7139	6971	6917	6927	6837
State Indicator Measurement:	-	-	148	387	-	5343	4320	6263	5915	5896	3926	4252	5052	5260

Narrative Description of Indicator

Indicator 14: Post School Outcomes

Maryland gathered census data through an administrative record exchange. The Maryland State Department of Education (MSDE), Division of Early Intervention/Special Education Services (DEI/SES), Division of Career and College Readiness (DCCR), Division of Curriculum, Assessment, and Accountability (DCAA). The University of Baltimore, the State Department of Labor Licensing and Regulations (DLLR), the Developmental Disabilities Administration (DDA), and the National Student Clearinghouse (NSC) collaborated to gather the data for this report.

DLLR provided data on the youth who were competitively employed.

- NSC provided data on the youth who have been enrolled for at least one term in higher education anywhere within the United States.
- DDA provided data on the number of youth served by the Governor’s Transitioning Youth Initiative. These youth are participating in individual community based supported employment, community based enclave employment, employment training that utilizes sheltered employment and workshop training.

The DEI/SES uses option 2 to collect and analyze data for this indicator. These data are in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR§361.5(c)(9). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Data were collected using the MSDE Unique Student Identification Number. The data are disaggregated by school district, sex, and disability. The data from the DDA were the actual number of students who were determined eligible for services from DDA.

Data were collected on youth who exited during school year 2016-17. These leavers are youth who left school by graduating with a regular high school diploma, exiting with a Maryland Certificate of Program Completion, aging out, left school early (i.e. dropped out). An analysis of the data demonstrated:

1. 26.46% of you enrolled in higher education that demonstrates an increase from the previous year of 22.66%, and the State met the target of 26.00%.
2. 65.07% of youth enrolled in higher education or competitive employment that demonstrates an increase from 58.09% from the prior year, and the State met its target for this sub indicator of 52.00%.
3. 76.93% of youth enrolled in higher education, or some postsecondary education or training program or competitive employment or some other employment, that demonstrates an increase from 72.93% from the previous year, and the State met its target of 58.00% for this sub indicator.