

2

State Performance Plan Indicator 2: Dropout Rate

Percent of youth with IEPs dropping out of high school



Who are the students included in this indicator?

Students with disabilities who have individualized education programs (IEP) and who left high school either because they dropped out or because of other reasons.

In New York State (NYS), data is collected annually for all students with IEPs and reported in the subsequent annual report (2021 dropout data is reported in the 2022 report due February of 2023).

What is the data source?

School districts annually report data to the New York State Education Department (NYSED) that indicates the reasons why students exit special education. Drop out is one of the reasons reported.

How are results calculated?

New Calculation for 2020-25: The number of students with IEPs who dropped out of high school is divided by the total number of students with IEPs who left high school due to dropping out, graduating or other reasons:

Students with IEPs who Dropped Out	÷	All students with IEPs who left high school by: - Graduating with a regular diploma - Receiving a certificate or credential - Reaching the maximum age (21 years) - Dropping Out	X 100	= Indicator 2 Dropout Rate
------------------------------------	---	--	-------	----------------------------

Students with IEPs who exited special education because they transferred to regular education or moved to a different school district are **not** included.

What actions is NYS taking to improve dropout rates for students with disabilities?

There are activities being conducted that are aimed at improving graduation rates, which would likely help reduce dropout rates:

- The Board of Regents (BOR) and NYSED are reviewing NYS’s high school graduation measures for all students. An online survey is posted on the [NYSED website](#), and regional meetings are in the planning stages to gather feedback on what a NYS diploma should signify to ensure educational excellence and equity for every student in NYS.
- The BOR established the Career Development and Occupational Studies (CDOS) Commencement Credential **for all students** and the Skills and Achievement Commencement Credential (for students taking the New York State Alternate Assessment) to strengthen existing transition planning and implementation for students with disabilities and offer opportunities for students to engage in work-based learning activities and instruction toward the CDOS Learning Standards.
- The BOR established a CDOS Pathway to allow students to use the CDOS Commencement Credential as a pathway, in lieu of the fifth required assessment for graduation. This expands the opportunity for all students, including students at risk of dropping out and students with disabilities to exit school with a regular high school diploma.