Dropout Rate

AGENDA

ABOUT INDICATOR 2

COMING CHANGES

MEASURING TRENDS

IMPROVEMENT STRATEGIES

STATE OF THE STATE

COLLABORATION
## Frequently Used Terms in the Presentation

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Performance Plan or SPP</td>
<td>A six-year plan that the US Department of Education requires states to develop to improve its implementation of the IDEA</td>
</tr>
<tr>
<td>SPP Indicator</td>
<td>One of 17 measures that makes up a state’s six-year plan</td>
</tr>
<tr>
<td>Compliance Indicators</td>
<td>Focus on whether a specific requirement of IDEA was met. Targets are set at 0 or 100 percent</td>
</tr>
<tr>
<td>Results Indicators</td>
<td>Focus on student and family outcomes. Targets vary and are determined by each State</td>
</tr>
<tr>
<td>Annual Performance Report (APR)</td>
<td>A progress update under the SPP, prepared each year by NYSED and submitted to OSEP</td>
</tr>
<tr>
<td>Federal Fiscal Year or FFY</td>
<td>Federal Government Fiscal Year (October 1 – September 30)</td>
</tr>
<tr>
<td>SPP Indicator 2</td>
<td>An SPP Indicator that measures the percent of youth with individual education programs (IEPs) dropping out of high school</td>
</tr>
<tr>
<td>Baseline</td>
<td>Data starting point to measure improvement over time</td>
</tr>
<tr>
<td>Targets</td>
<td>Performance Objectives set for SPP Measurements</td>
</tr>
</tbody>
</table>
The Gravity of Dropping Out: Fast Facts

• The number of students with disabilities dropping out for the 2018-19 school year was 68,711 nationally and 6,408 in New York State. (U.S. Department of Education EDFacts Data Warehouse)

• Two thirds of all entry level jobs and 80% of all “good jobs” that provide a wage that can support a family require some type of training post high school (Carnevale et al 2018).

• A high school dropout will earn approximately $170,000–$200,000 less than a high school graduate over his/her lifetime. And almost a million dollars less than a college graduate (U.S. Census Bureau, American Community Survey, 2006-2008)

• Students may begin to consider dropping out as early as the late elementary school grades (National Research Council, 2011)

• The number of boys (SWD) dropping out of school was almost twice that of the number of girls in New York State for the 2019-20 school year. (https://data.nysed.gov)
Indicator 2 Measurement

Percent of youth with Individualized Education Programs (IEPs) dropping out of high school.

Data for this indicator are “lag” data.

The goal for this results indicator is a reduction in the total number of dropouts.
Explanation of Indicator 2 FFY Data in the Annual Performance Report (APR)

Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period.

Indicator 2 school year data

The 2019-20 School Year Data is included in the FFY 2020 APR

The FFY 2020 APR is submitted to OSEP

2019-2020 School Year  FFY 2020 APR  February 2022
Data Collection

Dropout rate data for NYS are:

• Collected annually for all students with IEPs
• Reported in the subsequent annual report
• Not sampled
Dropout Rate: Leaver/Exiter

- The Leaver/Exiter dropout rate is the percent of youth with IEPs (ages 14-21), who exited special education due to dropping out, in a single year.
- New York State will begin using this calculation for FFY 2020.
- This is based on the data used for reporting under IDEA.

\[
\frac{\text{Number of youth with IEPs (ages 14–21) who exited special education due to dropping out}}{\text{Number of all youth with (IEPs) (ages 14–21) who exited high school}} \times 100
\]
Facilitator check for understanding:

Are there any questions on the SPP measurement or how the data are used to measure results?
What Does This Change Look Like?

Prior Years’ Calculation

\[
\left( \frac{\text{No. of youth with IEPs who exited special education due to dropping out}}{\text{Total no. of high school students with IEPs by cohort}} \right) \times 100
\]

New Calculation

\[
\left( \frac{\text{No. of youth with IEPs ages (14 – 21) who exited special education due to dropping out}}{\text{No. of all youth with IEPs (ages 14 – 21) who left high school}} \right) \times 100
\]
Drop Out Rates by Subgroup
Students With Disabilities Exiting Special Education
2019-20 SY

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disturbance</td>
<td>32.4%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>21.8%</td>
</tr>
<tr>
<td>Black</td>
<td>15.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.3%</td>
</tr>
<tr>
<td>Male</td>
<td>13.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>13.0%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>12.3%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>11.6%</td>
</tr>
<tr>
<td>Female</td>
<td>11.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11.3%</td>
</tr>
<tr>
<td>White</td>
<td>9.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.4%</td>
</tr>
</tbody>
</table>
What questions do you have about the data?
What did the SPP data tell us?
How should we use the data to inform our target-setting and improvement activities?
Office of Special Education Educational Partnership
Tiered Support & Professional Development

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1. Regional Learning
2. Targeted Skills/Support Groups
3. Support Plans

12 Regional Partnership Centers
14 School-Age Family and Community Engagement Centers
14 Early Childhood Family and Community Engagement Centers
Improvement Activities – OSE Educational Partnership

Available Professional Development and Trainings:

CDOS Module 2: Learning Standards
CDOS Module 3: Work-Based Learning
Diploma and Credential Options
Transition Assessment Training
Transition in the IEP
Transition for Families
Family Engagement: Communication & Culture
What Does It Mean to Be Culturally Responsive
Fundamentals in Equity:
Exploring Equity and Cultural Responsiveness
Developing Behavior Systems that Work
Parent and Family Engagement within the FBA & BIP Process

Self Determination Training
Student-Directed IEPs for Professionals
Standards Based IEPs
Creating the IEP
NYSAA 1% TSG Foundational Content
Specially Designed Instruction
Next Steps in SDI
Best Practices in Academic Progress Monitoring
Improvement Activities – SEQA

• NYSED’s Special Education Quality Assurance (SEQA) Regional Offices conduct Coordinated Intervention District Reviews on secondary transition

• Transition self-reviews are required for all of NYS

• SEQA’s New York City Regional Office conducts a collaborative transition review with the New York City Department of Education (NYCDOE)

• NYSED also requires identified school districts to adopt evidence-based practices, all of which have the potential outcomes for students with disabilities. Some of these, such as Early Warning Intervention and Monitoring Systems and aligning coursework to secure post-secondary success, directly linked to dropout prevention and improved graduation rate and other ongoing work supported by OSE and SEQA.
Improvement Activities - OSE

- Office of Special Education (OSE) establishes regulatory standards and diploma options for students with disabilities
- **Safety Net options** established for students with disabilities
- **Superintendent Determination Option** introduced
Improvement Activities: Pathways to Graduation

In the “4+1” pathway assessments option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one each in English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

Multiple pathways approved in 2015 and 2016 are in areas of student interest such as the Arts, World Languages, Humanities, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS) and Science, Technology, Engineering and Mathematics (STEM).

In addition, the Board of Regents approved the Civic Readiness Pathway as a pilot project to be implemented in selected schools as of September 2021.

Proposed Improvement Activities

- Conduct a SEQA Review focusing on implementation of the coordinated set of transition activities/services on students’ Individualized Education Programs (IEPs)
- Conduct educational workshops for families on topics such as diploma and credential options, transition, etc.
- Conduct additional outreach to parent groups (e.g., monthly informational zoom meetings or newsletters on these and other topics)
The Dropout ABCs

- The process of dropping out may begin as early as the elementary school grades with challenges deepening in ensuing school years.
- Research based guidance from national and State resources indicate that key warning signs linked with dropping out are:
  - A: Attendance
  - B: Behavior problems and suspension
  - C: Course grades
What activities could be considered, maintained, or strengthened to address improvements in this area?
Moving Forward:
Setting Targets

- New targets are needed.
- Targets must be rigorous and achievable.
- Final targets must be higher vs. baseline.
Proposed Targets: Indicator 2

2015 – 2019 Average Drop Out Rate Using the New Calculation was 20.15%

<table>
<thead>
<tr>
<th>SY 2018-19 (Baseline)</th>
<th>SY 2019-20</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
<th>SY 2022-23</th>
<th>SY 2023-24</th>
<th>SY 2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.37%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-0.37</td>
<td>-0.5</td>
<td>-0.5</td>
</tr>
</tbody>
</table>

- Considers COVID-19 Impact in Years 1-3
- Improvement Compared to Baseline & Prior Four-Year Average (20.15%)
- Provides Steady Progress in Years 4, 5, and 6

Decrease = Improvement
Targets must show improvement over baseline and be rigorous but achievable.

Do you feel the proposed targets are too high, too low, or just right?
New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district “Special Education Data” reports available at data.nysed.gov.
Share Your Voice in our Online Survey

Each SPP Indicator has an online survey to collect input on NYS’s target-setting and/or improvement activities.

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings.

Please visit the SPP/APR webpage to submit your survey.
References

• Carnevale, Anthony P, Jeff Strohl, Neil Ridley, and Artem Gulish. Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor’s Degree. Washington, DC: Georgetown University Center on Education and the Workforce, 2018. cewgeorgetown@georgetown.edu.


References (continued)


THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to New York State’s Efforts to Improve Outcomes for our Students with Disabilities