

Indicator 2 (Results): Dropout Rate

What is the Purpose of Indicator 2?

Results Indicator: Percent of youth with IEPs who exited special education due to dropping out. States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.

Include in the denominator the following exiting categories:

- a. graduated with a regular high school diploma
- b. graduated with a state-defined alternate diploma
- c. received a certificate
- d. reached maximum age
- e. dropped out

Data for this indicator are “lag” data. Examine the data for the year before the reporting year (e.g., for the FFY 2025 SPP/APR, use data from 2024–25).

Indicator Goal: The goal of Indicator 2 is to decrease the dropout rate of students with disabilities. South Dakota recognizes that students with disabilities have a higher dropout rate than their nondisabled peers. This document can help determine if there is a dropout gap between students with disabilities and their non-disabled peers in a district, and to identify resources that can help to close that gap.

Connections to other indicator results: Research shows a strong link between suspension (Indicator 4) and student dropout rates. Creating and implementing a strong transition plan with appropriate supports for students (Ind. 13: Transition), will help to create a strong foundation for students to reach the goal of being college, career, and life ready (Ind. 14: Post High School Outcomes). Graduation (Ind. 1) will more likely occur when students are provided with viable motivation to remain in school.

How do I enter or access district data?

Information is collected through SIMS/Infinite Campus, under the Enrollment tab (codes 02, 17, 18, and 20).

What is the submission timeline?

- Fall enrollment data reflects all students enrolled by last **Friday in September**
- In the spring, verify your SIMS/Infinite Campus exit data by the **second Friday in June**
- The Appeal Window takes place during the Report Card Appeal Window (changes to data on the enrollment tab can only be made during the appeal window).

How is this indicator calculated?

$A \div B \times 100 = \%$ A= Students with IEPs ages 14-21 who are enrolled as of Dec. 1 child count and dropped out (Enrollment tab Exit Code 02), Discontinued education – completed GED (Exit Code 17), Discontinued education – Exceeds compulsory age (18 years of age) (Exit code 18) or discontinued/completed IEP team mod/course reqs (Exit Code 20). B= Students with IEPs ages 14-who are enrolled as of Dec. 1 child count.	Calculation Example <u>2</u> students dropped out during the calendar year and did not return in fall enrollment <u>20</u> students with IEPs enrolled for ages 14-21 $(2 \div 20) \times 100 = 10\%$ 10% of students dropped out
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How do I improve my results?

LOOK AT:

- ✓ Check for accuracy of data. Review SIMS/Infinite Campus system to ensure enrollment and special education records are accurate.
- ✓ Determine reasons connected to students who dropped out, i.e. was an appropriate course of study developed and followed?
- ✓ Determine if transition plan was not only implemented but revisited and adjusted when IEP team deemed necessary.
- ✓ Does the district monitor attendance records carefully?
- ✓ Does the district have a system for tracking access to curriculum during suspension/expulsion?
- ✓ Does the district have CTE courses availability?

Frequently asked questions

Is my district's data accurate?

Your data is taken from the SIMS/Infinite Campus system, but lags one year behind the SPP/APR. In other words, the Dropout Rate for the 2023-24 APR was taken from the SIMS/Infinite Campus system for the 2022-2023 school year. Districts need to ensure campus data is correct at the time students leave the district.

Remember:

Always update Dropout and Moved NOT Known to Continue exit codes for students. If a student returns next fall, the student will no longer be considered a dropout. If a student drops out, and later records are sent to a different district, change exit code for student to Known to Continue. It won't help a district for the past year's dropout rate, but it could help a district's graduation rate.

RESOURCES

1. National Dropout Prevention Center for Students with Disabilities:
<http://www.dropoutprevention.org/>
2. SD STARS Early Warning Report: <https://doestars.sd.gov>
3. Positive Behavioral Interventions and Supports: www.pbis.org