



OFFICE OF THE
Deputy Superintendent

Stakeholder Input

SPP/APR Indicator 2
Drop Out Rate

Monitoring and Compliance Branch



Overview

<h2>SPP/APR</h2>	<h2>Resources</h2>
<ul style="list-style-type: none"><li data-bbox="137 454 900 715">• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.<li data-bbox="137 815 919 1229">• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).	<ul style="list-style-type: none"><li data-bbox="1006 454 1630 572">• SPP/APR FFY 2020 on <u><i>HIDOE's website</i></u><li data-bbox="1006 722 1727 986">• <u><i>FFY 2020 Part B Indicator Measurement Table</i></u> for submission beginning in February 2022



Requirements for Baselines & Targets

Baselines

State can reset the baselines if:

- Calculation methodology changed.
- Data measurement method or process is revised.

Targets

Targets Must:

- Be rigorous, yet achievable.
- Show improvement over baseline.
- Be set with the advice of stakeholders.
- Be rooted in, and build on, past experience when possible.



Setting New Targets Process

Review the longitudinal data and consider:

- What was the baseline last indicated?
 - Review the data since baseline.
- What were the targets?
- Did the state meet the targets?
- Has there been progress or slippage over time?
- What are the data now in relation to target and to baseline?
- Are there any initiatives that may impact the outcomes for this indicator?



Things to Consider

Are the proposed targets rigorous and achievable?

Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in decreasing the drop out rates for students with IEPs?



Indicator 2: Dropout

Percent of youth with IEPs dropping out of high school



Option 1: Use 618 exiting data for the year before the reporting year.

Option 2: Use the annual event school dropout rate for students leaving a school in a single year.



Only Option 1

Dropouts as a percent of exiters.

No general education comparison.

OSEP removed “# of students who died” from the measurement.

**HIDOE has
been using
Option 1
since 2015**



Measurement

States must report a percentage using the number of youth 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 left high school (ages 14-21) in the denominator.

Numerator:

Students dropping out

Denominator:

All students who left high school:

- Graduated with a regular high school diploma
- Received a certificate
- Reached maximum age
- Dropped out

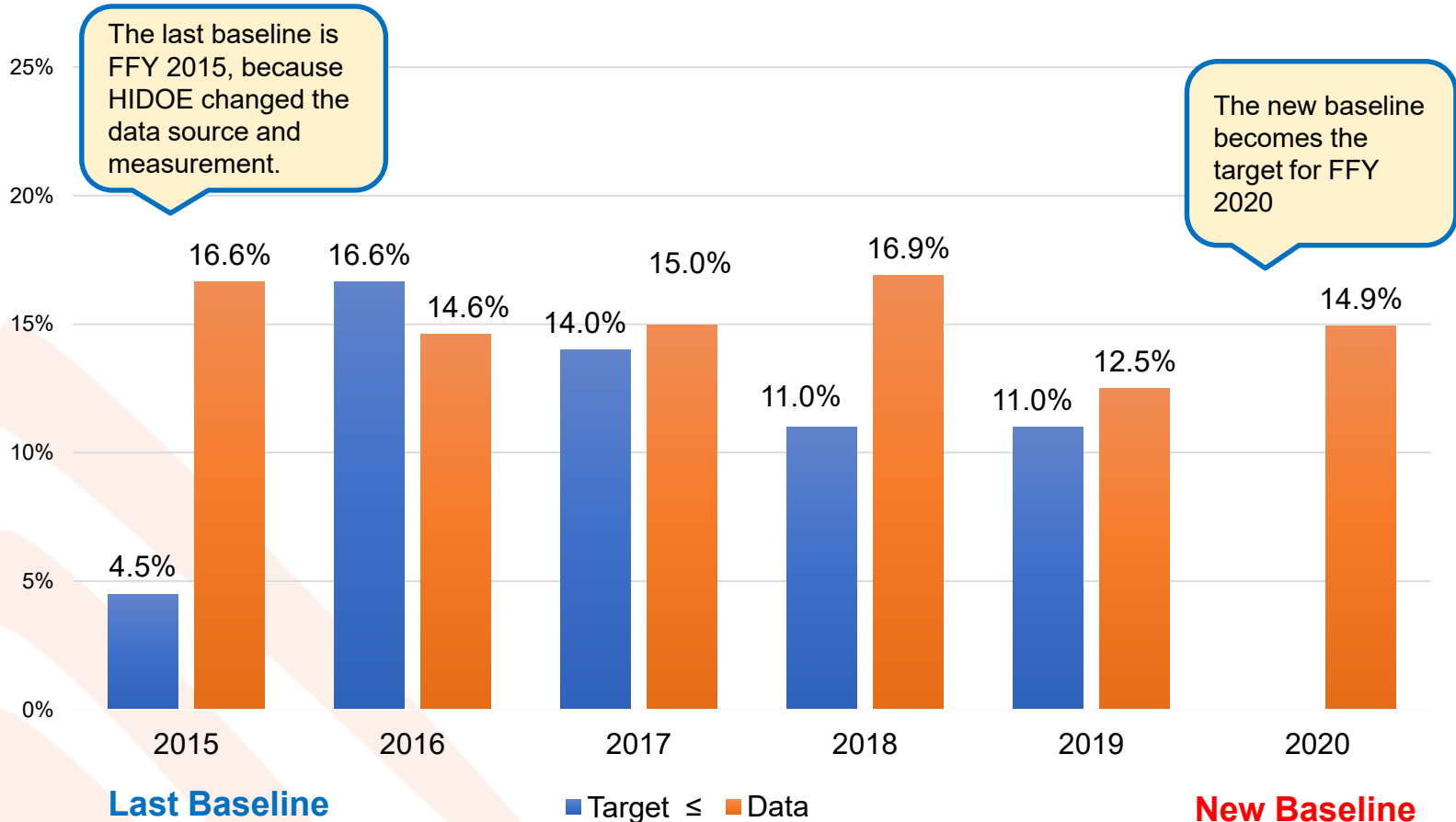


Longitudinal Data

FFY:	2015 SY 14-15	2016 SY 15-16	2017 SY 16-17	2018 SY 17-18	2019 SY 18-19	2020 SY 19-20
Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma	873	797	989	943	806	924
Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate	107	127	119	81	106	115
Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age	<10	34	41	48	48	49
Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	198	164	202	218	137	191
Number of youth with IEPs (ages 14-21) who exited special education as a result of death	<10	<10	<10	<10	10	<10



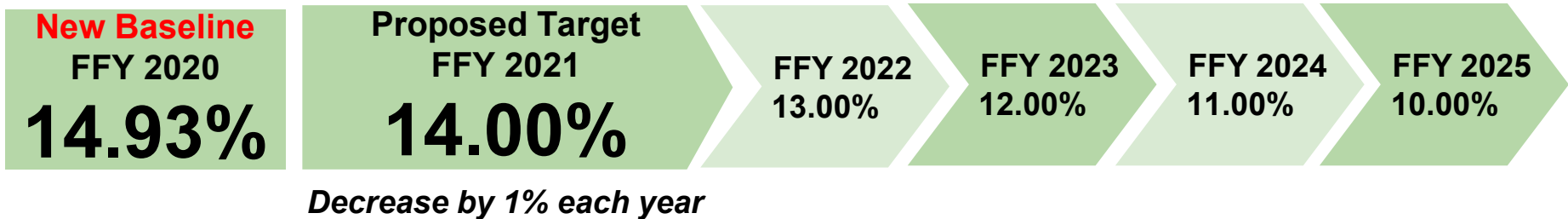
Indicator 2: Dropout Rates Over Time



Indicator 2 is on a data lag, e.g., for the FFY 2020, use data from SY 2019-20.



Proposed Targets for Indicator 2



Your Input

- Are the proposed targets rigorous and achievable?
- Provide any suggestions that may help improve outcomes for this indicator.
- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOE in decreasing the drop out rates for students with IEPs?
- [Indicator 2 Feedback Form](#)

Questions, please contact the Monitoring and Compliance Branch at macb@k12.hi.us or at 808-307-3600.