Essential Elements

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| Indicator Description:asrd |
| Percent of youth with individualized education programs (IEPs) dropping out of high school. |
| Measurement:[[1]](#footnote-2) |
| **Option 1:** 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.Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) received a certificate; (c) reached maximum age; (d) dropped out; or (e) died.Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved, but are known to be continuing in education.Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.**Option 2:** Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted.**Option 1 and 2**: Describe the results of the state’s examination of the data for the year before the reporting year (e.g., for the FFY 2018 SPP/APR, use data from the 2017-2018), and compare the results to the target. |
| Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets. |
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| [GRADS360°](https://osep.grads360.org/#program) Reporting Information: Describe login information, location of manual, etc. |
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| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| Data Source Description: Provide a short description of the database or data system your state uses to process data for this indicator. Consider connecting to 618 data protocol for description of data.  |
| ED*Facts* files:Option 1: FS009—Children with Disabilities (IDEA) Exiting Special EducationOption 2: FS032 — Dropouts |
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| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned staff pull the data after the collection closes. |
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Processes

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| Collection: Provide detailed information about the origin and collection of the data, including titles of persons responsible. |
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| Data Validation: Describe the data cleaning processes and any other processes your state uses to ensure high-quality data.  |
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| Data Analysis:[[2]](#footnote-3) Describe the process for data analysis.  |
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| Response to OSEP-Required Actions: Describe the procedures for reviewing and responding to Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned staff make the plan to address concerns and create a response. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
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| Submission: Describe process for entering the data and analyses into [GRADS360](https://osep.grads360.org/#program)°. Include information about the person authorized to certify the final report. |
| Prefilled with 618 data by GRADS360° system. |
| Clarification:[[3]](#footnote-4) Describe the process your state uses to prepare a response to OSEP’s request for clarification. |
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| Data Governance: Describe the process for reviewing potential or actual changes to the data collection and associated requirements.  |
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| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s SPP/APR data. Note where your state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Measurement:** Part B Indicator Measurement Table 2018, for FFY 2016 submission. [↑](#footnote-ref-2)
2. Data Analysis: Review data year to year, looking for patterns statewide and within LEAs, outliers, whether targets are met or not met,

and slippage. [↑](#footnote-ref-3)
3. **Clarification:** OSEP generally sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-4)