

Indicator 2: Drop Out

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

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.

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 exited special education (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), and compare the results to the target.

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; or (e) dropped out.

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 an educational program.

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.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2020	21.26%

FFY	2016	2017	2018	2019	2020
Target <=	3.50%	3.40%	3.40%	3.40%	21.26%
Data	3.42%	3.72%	3.16%	3.81%	21.26%

Targets

FFY	2021	2022	2023	2024	2025
Target <=	21.16%	21.06%	20.96%	20.86%	20.76%

Targets: Description of Stakeholder Input

Discussions and Stakeholder input of the State's Performance Plan (SPP), Annual Performance Report (APR), State's Systemic Improvement Plan (SSIP), and Results Driven Accountability (RDA)/Results Based Accountability (RBA) began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables MT to draw insight and advice from a broad group of stakeholders with an understanding of Montana's unique needs, strengths, and potential weaknesses.

Other stakeholder groups we sponsor and/or engage include:

--Our Comprehensive System of Personnel Development (CSPD) includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.

--The OPI staff has developed productive working relationships with other Montana agencies that serve youth and adults with disabilities. OPI staff participate as members of advisory councils for early childhood, vocational rehabilitation, juvenile justice, developmental disabilities, the state independent living council and the mental health divisions of the DPHHS. These connections have allowed the OPI staff to build strong working relationships with other agencies, which has resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood.

--Working with staff from TAESE, the OPI has facilitated the Montana Higher Education Consortium (HEC) for twenty years. The HEC continues to be a part of CSPD and brings together members of faculty from each of the colleges and universities teacher prep programs in Montana. Participation in the consortium is strong and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana and has worked together to improve pre-service training programs.

--The OPI staff is also engaged with the Schools Administrators of Montana (SAM) which include affiliates for Superintendents, Principals, Special Education Administrators, and Information Technology (IT) Directors. This partnership allows us to respond quickly to needs expressed in the field by

school staff. We also provide SAM with a grant to help fund the Montana Recruitment Project. This program focuses on recruiting hard to fill positions such as speech/language pathologists, special education teachers, occupational therapists, and school psychologists for our districts throughout Montana.

Annually, the State Education Agency (SEA) brings together representatives from these stakeholder groups for a joint meeting facilitated by TAESE. This meeting gathers over 80 front-line stakeholders together to share up-dates of issues and gather input from a comprehensive representation of the Montana disability community, families and parents of children and students with and without disabilities. For the past seven years, the topic has been Montana's SSIP and activities have been conducted to solicit both general and specific stakeholder input. During the spring 2022 meeting, the state presented on using data within the state for Local Education Agencies (LEAs) to make decisions. This also included how to interpret the APR data.

Prepopulated Data

Source	Date	Description	Data
SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/25/2022	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	769
SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/25/2022	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/25/2022	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	57
SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/25/2022	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	2
SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/25/2022	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	215

FFY 2021 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
215	1,043	21.26%	21.16%	20.61%	Met target	No Slippage

Provide a narrative that describes what counts as dropping out for all youth

The dropout definition for all students in the state of Montana is:

Dropouts are the count of individuals who:

were enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count,

or

were not enrolled at the beginning of the previous school year but were expected to enroll and did not re-enroll during the year, "no show", and were not enrolled on the date of the current school year October count,

and

have not graduated from high school or completed a state or district-approved high school educational program,

and

have not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)

YES

If yes, explain the difference in what counts as dropping out for youth with IEPs.

Dropouts for Indicator 2 are counted based on the requirements in the EDFacts File specifications for FS009:

Dropped out

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

Provide additional information about this indicator (optional)

Based on the revised measurement table that started with the FFY2020 Annual Performance Report, states are now required to report Indicator 2 data using the Special Education Exiting data rather than graduation/dropout cohort data. For the FFY2020 APR, Montana chose to set the baseline year for this indicator to the SY2019-2020 data – the data that was reported in the FFY2020 APR due to the required one-year lag for this indicator. This was based on stakeholder feedback. Targets were set to start at the baseline year and decrease in 0.10% increments until the end of this APR cycle, thus showing the required improvement over baseline in FFY2025.

2 - Prior FFY Required Actions

The State has revised the baseline using data from FFY 2020, but OSEP cannot accept the because there is no explanation for the revision. With the FFY 2021 SPP/APR, the State must provide an explanation for the baseline revision for this indicator, and ensure that its FFY 2025 target reflects improvement over baseline.

Response to actions required in FFY 2020 SPP/APR

Based on the revised measurement table that started with the FFY2020 Annual Performance Report, states are now required to report Indicator 2 data using the Special Education Exiting data rather than graduation/dropout cohort data. For the FFY2020 APR, Montana chose to set the baseline year for this indicator to the SY2019-2020 data – the data that was reported in the FFY2020 APR due to the required one-year lag for this indicator. This was based on stakeholder feedback. Targets were set to start at the baseline year and decrease in 0.10% increments until the end of this APR cycle, thus showing the required improvement over baseline in FFY2025.

2 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2020, and OSEP accepts that revision.

The State revised its targets for this indicator, and OSEP accepts those targets.

2 - Required Actions