

# IDEA Dropout (Indicator 2) Technical Documentation



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**Department of  
Education &  
Workforce**

# Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through RED underlined text for additions and ~~RED text with strikethroughs~~ for deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

Date	Effective	Description

[Ohio Revised Code](#) and [Ohio Administrative Code](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [different data collections](#). This verification should include all relevant reports, including those in the [General Issues Reports](#).

**The data for this indicator is utilized in the evaluation of valid and reliable data reporting.** The [Secure Data Center \(SDC\)](#) is an interactive tool that allows districts to review data well before it is final. *The responsibility of data verification and validation is on the local education agency (LEA). The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.* The [EMIS Validation and Report Explanations](#) webpage lists current Level 1 and 2 report explanations as well as a list of [General Issues Reports](#) that should be used to validate data. Another resource to validate data for students who cross LEAs is the [Ohio District Data Exchange \(ODDEX\)](#).

## Secure Data Center Reports Breadcrumb Trails

### Indicator 2

Report Portal > Secure Data Center > Special Education Indicators > **Indicator 2**

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# Introduction

The IDEA Dropout (Indicator 2) is a crucial component of Ohio's accountability system for special education. This indicator, defined by the [Individuals with Disabilities Education Act \(IDEA\)](#), measures the percentage of youth with Individualized Education Programs (IEPs) who exit special education by dropping out of school. Indicator 2 **lags one year behind other indicators** for reporting purposes. This Indicator 2 technical document provides a comprehensive overview of this indicator, including details on who is included in the calculation, how it is calculated, what special education reports the data appears in, and what data is utilized from the Education Management Information System (EMIS) in the calculation to help improve Dropout outcomes for students with disabilities. Understanding the intricacies of Indicator 2 is essential for schools, districts, and communities to develop effective strategies and interventions that enable students with IEPs to successfully complete their high school education and transition to post-secondary opportunities, including employment and independent living.

As a results-based measure, Indicator 2 serves as an important benchmark for evaluating how effective Ohio is with preparing students with disabilities for success beyond high school. By tracking this metric, the state can assess the progress of LEAs in supporting these students to stay in school and complete their education.

IDEA [Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#) set the Data Source and Measurement for Indicators. Indicator 2 uses the same data as used for reporting to the US Department of Education under section 618 using the definitions in [EDFacts File specification FS009](#). The file is used to submit EDFacts Data Group 85: Children with Disabilities (IDEA) exiting special education table.

The data from Indicator 2 will be included in various reports and evaluations to ensure comprehensive monitoring and accountability of special education services. These include the Special Education Profile, which provides detailed district and community-school level data; the Annual Performance Report (APR), which is submitted to the U.S. Department of Education; the Public Indicator Report, which is publicly posted to provide transparency and inform stakeholders and the Special Education Rating, which assesses the performance of these entities. Each of these reports play a crucial role in evaluating and improving the educational outcomes for students with disabilities in Ohio.

## Business Rules

### Determining Students included in Denominator

Indicator 2 evaluates students with disabilities, ages 14-21, who were in special education at the start of the reporting period and exited by the end of the reporting period. The [full academic year](#) and [adjusted graduation cohort](#) criteria **do not** apply to Indicator 2. The Department assigns students to the **last** district where they were enrolled when they exited special education before the end of the reporting period. The following categories of students with disabilities are included in the total number of students with disabilities who left special education:

- [graduated with a regular high school diploma](#)
- [graduated with a state-defined alternate diploma](#)
- [received a certificate](#)
- [reached maximum age](#)
- [dropped out](#)

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; or (c) who passed away before completing education, are not included in the denominator.

Students who withdraw from one district/school and then re-enroll in the same or another district/school within the same reporting period do not count as dropouts. For example, a student who exited on October 25, 2024, and then reenrolled April 2, 2025, for the 2024-2025 school year is not counted as a dropout.

## Determining a Dropout

When determining if a student is a dropout, the student's withdrawal code is utilized. A dropout student is reported with any of the following withdrawal codes:

- Withdrew due to Truancy/Non-attendance
- Pursued Employment/Work Permit
- Reached Maximum Age
- Moved (not know to be continuing)
- Student Completed Course Requirements (but did not pass assessments)
- Non-attendance according to the 72-hour rule
- Withdrew to ORC 3314.26 (non-tested)
- Withdrew due to ORC 3314.261 (non-attendance at internet-based community school)
- No longer eligible to be enrolled in the district

## Indicator 2 Dropout Rate Calculation

The Department calculates Dropout rate by taking the number of students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period by dropping out divided by the total number of students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period (see Figure 1).

- **Code Section(s):** IDEA 20 U.S.C. [1416 \(a\)\(3\)\(A\)](#)
- **Grade Level:** All
- **N-Size:** None
- **Cell-Size:** None

*Figure 2: Visual of Indicator 2 Dropout Calculation*



All SWD, age 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period by dropping out

All SWD, age 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period by:

- Graduating with a regular high school diploma
- Graduating with a state-defined alternate diploma
- Receiving a certificate
- Reaching maximum age
- Dropping out

=

Indicator 2:  
Dropout Rate

## Indicator 2 Met/Not Met Status


States have a responsibility under federal law to establish a system of [general supervision](#) to monitor the implementation of IDEA of 2004 by educational agencies. Indicator 2 is part of the indicators reviewed in the Compliance and Performance Indicator Reviews (Tier 1).

The Department determines the status of Met or Not Met for Indicator 2 based on performance relative to the target. The targets must be rigorous, yet attainable, reflect broad stakeholder input, and the final year must reflect improvement over the state's baseline data.

The Department regularly engages stakeholders to review and revise methodology for these special education indicators to ensure the Department is appropriately analyzing local implementation of these measures. The Department gathered stakeholder input in Fall 2024 for Indicator 2 targets. See Ohio's [Special Education Methodology and Target Setting](#) webpage for more information about the stakeholder engagement process. Stakeholders recommended the targets as outlined in Table 1. The goal for Indicator 2 is to be at or above the target which would be indicated with a Met Status. All schools and districts who are below the target receive a Not Met status and require the Tier 1 Monitoring Review.

Table 4: Indicator 2 Target

Special Education Profile Year	2024-2025 Released in Phase 1	2025-2026 Released in Phase 1	2026-2027 Released in Phase 1
Data Year*	2022-2023 School Year	2023-2024 School Year	2024-2025 School Year
Target	≤18.36%	≤18.00%	≤17.75%



\*Due to data availability, Indicator 2 lags one year behind other indicators for reporting purposes.

# Appendix A Inclusion Criteria

## Denominator

Students will count in Denominator of the **district with the latest enrollment date** for the following Measures/Indicators:

- Indicator 2: Dropout

**IF** the students are reported in the Education Management Information System (EMIS) with the following:

*Disability Condition (FD130) ≠ \*\* AND District Relationship Element (FS140) = 1 AND Withdraw Reason (FS100) = 51, 71, 72, 73, 74, 75, 76, 77, or 99 AND Effective End Date (FS090) BETWEEN 07012024 and 10312024 AND Date of birth (GI070) BETWEEN 11012002 to 10312010*

**OR**

*Disability Condition (FD130) ≠ \*\* AND District Relationship Element (FS140) = 1 AND Withdraw Reason (FS100) = 51, 71, 72, 73, 74, 75, 76, 77, or 99 AND Effective End Date (FS090) BETWEEN 11012024 and 06302025 AND Date of birth (GI070) BETWEEN 11012003 to 10312011*

**OR**

*Disability Condition (FD130) ≠ \*\* AND District Relationship Element (FS140) = 3 AND Withdraw Reason (FS100) = 51, 71, 72, 73, 74, 75, 76, 77, or 99 AND Effective End Date (FS090) BETWEEN 07012024 and 10312024 AND Date of birth (GI070) BETWEEN 11012002 to 10312010 AND Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS, PI, PS or SE*

**OR**

*Disability Condition (FD130) ≠ \*\* AND District Relationship Element (FS140) = 3 AND Withdraw Reason (FS100) = 51, 71, 72, 73, 74, 75, 76, 77, or 99 AND Effective End Date (FS090) BETWEEN 11012024 and 06302025 AND Date of birth (GI070) BETWEEN 11012003 to 10312011 AND Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS, PI, PS or SE*

## Numerator

### *Dropout Status*

*Withdraw Reason (FS100) = 71, 72, 73, 74, 75, 76, or 77*



## Appendix B: Definitions

The following definitions support the [FS009 - Children with Disabilities \(IDEA\) Exiting Special Education File](#), in which the [Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Part B Indicator Measurement Table](#) requires Indicator 2 to utilize as the data source :

### Graduated with regular high school diploma

Students are classified as regular high school graduates if they receive a high school diploma through the same avenues available to students without disabilities. According to 34 CFR 300.102(a)(3)(iv), a "regular high school diploma" is the standard diploma awarded to most students in the State, fully aligned with State standards or higher, but not aligned with the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include equivalent credentials such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser qualifications.

### Moved, known to be continuing

Students are considered moved, known to be continuing if they are reported as moved out of the attendance boundaries or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education only that the students are continuing in an educational program. This includes students who are transferred by court order or adjudication, for verified medical reasons, to a private school, to another school district outside of Ohio, another Ohio school district, to another school district outside of Ohio, to a private school, by court order or adjudication, out of the United States, and verified medical reasons.

### Reached maximum age

Students are considered to have reached maximum age and exited special education when their reported age extends beyond the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

### Received a certificate

Students are considered to have exited an educational program when they are reported to have received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

Ohio does not have a state-defined alternate diploma or certificate. Therefore, students with disabilities who utilize IEP Goals to meet course requirements **OR** IEP Exemptions or Alternate Assessment to meet competency **OR** *Alternate Assessment to meet Readiness (Future Addition to calculation)* to receive their diploma are counted as part of the "received a certificate" group.

### Transferred to regular education

Students are considered to have transferred to regular education when they were reported as served in special education at the start of the reporting period on July 1, 20XX but at some point, during that school year ending on June 30, 20xx, returned to general (regular) education. These students no longer have an IEP and receive all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes

consent for special education and related services, the student would be reported in this category. This also includes students who left school to be homeschooled and are no longer receiving any special education services, including related services (See 34 CFR §300.300(b)(4)).

## **Dropped out**

Students are considered to have dropped out if they were reported as enrolled at the start of the reporting period starting on July 1, 20xx but were not reported as enrolled at the end of the reporting period ending on June 30, 20XX. Additionally, these students were not reported as exiting special education through any of the defined ways above. The student is withdrawn due to truancy or non-attendance, pursued employment, moved (not known to be continuing), completed course requirements but did not pass assessments, non-attendance according to the 72-Hour rule in community schools, withdrew due to ORC 3314.26 (non-tested), withdrew due to ORC 3314.261(C)(non-attendance at internet-based community schools), and no longer eligible to be enrolled in a district.