

# Dropout Rate



Special Education Indicator 2  
Fact Book

August 2024



**Department of  
Education &  
Workforce**

## What is Dropout Rate (Indicator 2)?

Indicator 2 is an Individuals with Disabilities Education Act (IDEA) indicator<sup>1</sup> that measures the percentage of youth with Individualized Education Programs (IEPs) who exited special education due to dropping out. This is a results measure for which targets are set by the state with stakeholder input.

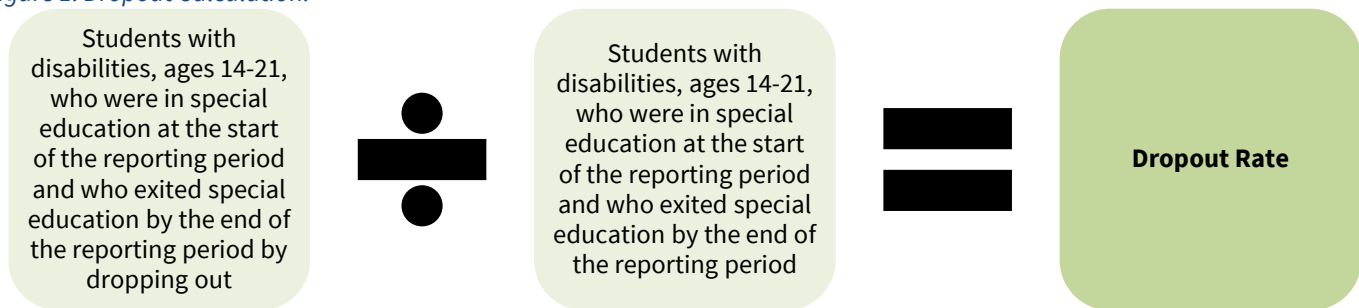
## Why is Dropout Rate Important?

This indicator measures how well Ohio is preparing all students for success after high school in postsecondary education, work, and life.

## How is Dropout Rate Calculated?

Ohio 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). The following categories of students with disabilities are included in the total number of students with disabilities who left special education: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; and (e) dropped out. The below graphic shows how to calculate dropout rate.

Figure 1. Dropout Calculation.



## Recent Changes to Dropout Rate

The 2022-2023 school year is a new baseline for Ohio's Indicator 2 based on new methodology. Students were previously counted as dropouts even if they reenrolled within the same reporting period. Now, students who dropout and reenroll within the same reporting period are *not* counted as dropouts. For example, students who exited *and* reenrolled between July 1, 2022-June 30, 2023, no longer count as dropouts. As a result of this new methodology, Indicator 2 data for the 2022-2023 school year are not comparable to prior years.

<sup>1</sup> IDEA 20 U.S.C. [1416 \(a\)\(3\)\(A\)](#)

## Data for Dropout Rate

Table 1. Ohio's dropout rate for the 2022-2023 school year.

Calculation	Description	2022-23
A	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	3,697
B	Students with disabilities, ages 14-21, who were in special education at the beginning of the reporting period who exited special education by the end of the reporting period	20,133
C = A ÷ B	Students with disabilities dropout rate	18.36%

Figure 2. Ohio's dropout rate for the 2022-2023 school year.

### Ohio's Dropout Rate

18.36%

2022-23

## Stakeholder Input on Targets

Ohio is asking for stakeholder input on targets for Indicator 2. Two sets of target options are proposed below. Use [this form](#) to provide your feedback.

The guidelines for target setting are as follows:

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for all components of Indicator 2 is to be at or below the target.

## Indicator 2 Proposed Targets

Table 2. Proposed Target Table for Indicator 2.

Proposed Targets	2023-2024 Baseline/Target	2024-2025 Proposed Target	2025-2026 Proposed Target
Option A	18.36%	18.00%	17.75%
Option B	18.36%	17.00%	15.00%
Data Year*	2022-2023	2023-2024	2024-2025

\* Due to data availability, Indicator 2 lags one year behind other indicators for reporting purposes. Targets for this indicator reflect the reporting year rather than the year of the data. For example, the 2022-2023 dropout rate is held to the target for the 2023-2024 reporting year. The Data Year row of this table identifies the data year for each target.

### Rationale for Proposed Targets for Indicator 2: Option A

- The urgency of decreasing the dropout rate for students with disabilities is essential to increasing lifelong success and positive outcomes for adulthood.
- In comparison to Ohio's 2022-2023 performance, meeting the final target of 17.75 percent by 2025-2026 will require 124 fewer students with disabilities across Ohio to drop out.

### Rationale for Proposed Targets for Indicator 2: Option B

- Option B is a more rigorous option in comparison to Option A.

- The urgency of decreasing the dropout rate for students with disabilities is essential to increasing lifelong success and positive outcomes for adulthood.
- Rigorous targets reflect high expectations to encourage change and strengthen supports.
- In comparison to Ohio’s 2022-2023 performance, meeting the final target of 15 percent by 2025-2026 will require 677 fewer students with disabilities across Ohio to drop out.

## Resources for Addressing Dropout of Students with Disabilities

Resource	Resource Description
<a href="#">Each Child on Track</a>	The Department’s State Systemic Improvement Plan to keep students with disabilities on track for graduation. Interested schools may contact <a href="mailto:EachChildOnTrack@education.ohio.gov">EachChildOnTrack@education.ohio.gov</a> .
<a href="#">Students with IEPs Graduation Decision-Making Tool</a>	This tool can help an IEP team answer two questions: (1) Has the student with an IEP followed a typical pathway to meet graduation requirements? And (2) When must the student with an IEP exit secondary school?
<a href="#">Ohio Employment First</a>	Employment First is a philosophy that presumes all Ohioans, including people with significant disabilities, can and should have opportunities to work in the community. Resources for professionals, job seekers, families, and employers are available to support the vision of Ohio Employment First.
<a href="#">Establishing Families as Partners in Secondary Transition Planning</a>	The intended short-term outcome of this experience is to increase capacity of agency personnel to understand, at a minimum, the following critical topics through the lens of secondary transition: the value of family partnership; cultural and linguistically diverse families; implicit bias and the evolution of disability; having authentic and necessary conversations; and universal design, which includes creating and redesigning communication and experiences to better represent and serve families. The professional learning series is targeted to a group of local cross-agency professionals for local schools, career-technical centers and education service centers, county boards of developmental disabilities, mental health providers, counselors, and supervisors from Opportunities for Ohioans with Disabilities. Those interested may contact <a href="mailto:ItStartsWithFamilies@dodd.ohio.gov">ItStartsWithFamilies@dodd.ohio.gov</a> .
Early Warning System and Progress Toward Graduation Reporting Systems	The Department has developed an Early Warning System and a Progress Toward Graduation reporting system in the Ohio District Data Exchange (ODDEX). These tools are available free of charge to Ohio’s schools and may be accessed through OH ID.
<a href="#">Ohio Transition Support Partnership</a>	The Department partners with Ohioans for Disabilities to increase access to vocational rehabilitation services starting at age 14.
Secondary Transition Enhancement Funds	Ohio’s current budget supports <a href="#">Transition to Work Endorsement</a> course tuition reimbursements and other grant opportunities to improve the provision of secondary transition services for students with disabilities age 14 and above. Grant notifications and other resources can be found on the <a href="#">Secondary Transition and Workforce Development</a> webpage.