Indicator 1: Graduation Rate
Indicator 2: Dropout Rate

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DESE Office: College, Career, and Technical Education

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dese MASSACHUSETTS
Department of Elementary
and Secondary Education

Common Terms

Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.

- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).

- Provide a status of outcomes of Special Education in Massachusetts.

- Share important updates and information about Indicators.

- Gather feedback and input to improve outcomes for children with disabilities.

Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for
- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area
- *What can we do differently to improve?*

Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:

  1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)

Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact Special Education Planning and Policy or specialeducation@doe.mass.edu

- Other DESE Offices to contact for specific questions and comments related to:
    - Compliance and Monitoring - Public School Monitoring
    - Complaints and Oversight - Problem Resolution Systems
    - MCAS, MCAS-Alt, Access - Student Assessment Services
    - Approved Special Education Schools

Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.

- All voices count, all opinions are valid, but offer reasoning behind your thinking.

- If you have questions either:
  - Use the "Raise Hand" function on Zoom, or
  - Type questions in the chat box.

- Please stay muted when not talking.

Indicator 1: Graduation Rates

June 15, 2023

Diploma requirements for students with disabilities

1) Must earn a Competency Determination (CD), which means achieving a specific level of proficiency on Grade 10 English Language Arts (ELA); Mathematics; and Science, Technology, and Engineering (STE) statewide assessments administered through the Massachusetts Comprehensive Assessment System (MCAS) or MCAS-Alt for students needing an alternate mode of testing; **AND**

2) Must meet the local graduation requirements of the district awarding the diploma; **AND**

3) Must have received a Free and Appropriate Public Education (FAPE)

Data Analysis: Measurement

- Reports the percentage of students ages 14-21 with IEPs who *left high school* having earned a high school diploma compared with the total number of students ages 14-21 with IEPs who left high school in the reporting year.

- **Left high school** means a student:
a. Graduated with a regular high school diploma OR
b. Received a certificate OR
c. Reached maximum age OR
d. Dropped out

DATA ANALYSIS: Data Over Time

	2018-2019	2019-2020	2020-2021	2021-2022
% students with disabilities graduating with a high school diploma	73.94% (Baseline)	80.36%	82.06%	80.45%
Targets		**76.33%**	**77.33%**	**78.33%**

Evaluation of Progress

We continue to have modifications for the Competency Determination (CD) for students graduating in 2022. Modification guidelines are similar for ELA, MATH and STE:

1. the student must earn full credit for a course aligned to the curriculum frameworks in the required subject (2 courses for ELA and Math, 1 course for STE) AND

2. the student must demonstrate competency in that subject as certified by the district. This demonstration could be, for example, an end of course assessment, or a culminating project.

3. There is concern that the graduation rate decreased despite the modification to the CD requirement

Data Analysis and evaluation of progress: Targets

- **Recommendations:**
  - **Baseline: 73.94%**
  - **Target: 1% increase through FFY 2025**

*Note:
- Although the current graduation rate exceeds the target, the rate itself is 2% lower than the FFY21 report. We are concerned about this lower rate given the CD modification is still in place.

- Given the modification will no longer be available for the class of 2023, we recommend continuing the current target rates through 2023 reporting and will assess the need for changes at that time.

Indicator 2: Dropout Rates

June 15, 2023

Data Analysis: Measurement

- Reports the percentage of students ages 14-21 with IEPs who *left high school* having dropped out of school, compared with the total number of students ages 14-21 with IEPs who left high school in the reporting year.

- **Left high school** means a student:

a. Graduated with a regular high school diploma OR

b. Received a certificate OR

c. Reached maximum age OR

d. Dropped out

DATA ANALYSIS: Data Over Time

	2018-2019	2019-2020	2020-2021	2021-2022
% students with IEPs who dropped out of high school	13.97% **(Baseline)**	10.38%	11.38%	13.55%
TARGETS		**13.97%**	**13.47%**	**12.97%**

Evaluation of Progress

- The 2022 school year was the first full year of in-person learning since the pandemic

- Students may have been retained during Covid and schools continued outreach efforts to these students despite high chronic absenteeism

- An increase in dropout numbers occurred when these students ultimately chose to discontinue their education

Improvement Strategies

Stakeholder Feedback:

- What strategies do you think could be effective in keeping students present and engaged in their education?

- What can DESE provide/do to support the efforts in schools to improve the graduation and dropout rates for students?

Resources

- My Career and Academic Plan
- Attendance Guidance Document
- Attendance Works
- Special Education Reports (on DESE website, by district)

Other DESE Offices and Resources

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