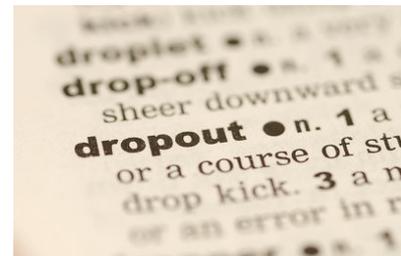


Indicator 2 | Dropout Rates

Updated, April 2013

Indicator 2 is intended to monitor and address the high numbers of youth with disabilities who drop out of school. The indicator reads:

Percent of youth with IEPs dropping out of high school. [20 U.S.C. 1416 (a)(3)(A)]



These, then, are the data that States must compile and report to OSEP in keeping with its monitoring and supervision activities regarding dropout rates.

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Resources to Support Data Gathering for Indicator 2

Guidance documents on Indicator 2.

http://therightidea.tadnet.org/assets/browse_by_folder?folder=137&folder_name=2%3A+Drop-Out+Rates

Specific guidance on writing the 2011 APR.

http://www.ndpc-sd.org/documents/12.11_NDPC-SD_APR_Guidance.pdf

How are we doing?

What's the current status on lowering the dropout rates for youth with disabilities? What are the data telling us? Read this summary from 2011.

<http://therightidea.tadnet.org/assets/1928>

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Resources to Support School Efforts to Keep Youth with Disabilities in School

Visit the national center that's focused on dropout rates and dropout prevention.

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) supports states in assisting local education agencies to increase school completion rates and decrease dropout rates among students with disabilities. Useful resources for other stakeholders include a synthesis of the research on dropout prevention.

<http://www.ndpc-sd.org/>

An IES practice guide for dropout prevention.

This 2008 practice guide from IES is aimed at educators in high schools and middle schools, superintendents and school boards, as well as state policymakers. It is intended to support planning and implementation of dropout-prevention strategies. It seeks to help practitioners develop practice and policy alternatives for implementation. Additionally, it includes specific recommendations and indicates the quality of the evidence that supports these recommendations.

<http://therightidea.tadnet.org/assets/1464>

Join a community of practice to discuss issues around exiting high school.

TAcommunities.org is a forum for exchanging strategies and ideas that will improve outcomes for children with disabilities. As a member, this platform will enable you to find colleagues who share interests (member profiles),

participate in discussions, and share strategies, resources, and post content. One of the communities you can join on TAcommunities is the “Exiting – Part B Community.” Part B refers to the part of the special education law that applies to students in public schools until they leave high school. The Exiting – Part B community discusses issues around transition, graduation, drop out prevention, post-secondary education, employment, and post school outcomes.

<http://www.tacommunities.org/community/view/id/1004>

Use the combined expertise of organizations focused on secondary education and transition.

The National Alliance for Secondary Education and Transition (NASET) is a coalition of more than 40 organizations. NASET has developed many materials, including *The National Standards and Quality Indicators: Transition Toolkit for Systems Improvement*. This toolkit combines the findings of current research on effective schooling, career preparatory experiences, youth development/youth leadership, and family involvement with activities that connect readers to the expertise of numerous individuals who work in these fields.

<http://www.nasetalliance.org>

Examining dropout prevention from a mental health perspective.

Learn about the mental health issues involved in dropout prevention from the experts at UCLA.

[http://smhp.psych.ucla.edu/hottopic/hottopic\(dropoutprevention\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(dropoutprevention).htm)

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