



Exceptional Student Services (ESS) Special Education Advisory Panel (SEAP)

FFY24 Indicators 1 & 2 by Disability
State Performance Plan and
Annual Performance Report

November 2025

Agenda

- Disability Definitions
- SPP/APR Intro
- Indicator 1: Graduation
 - By Disability
- Indicator 2: Drop Out
 - By Disability



Definitions (1 of 2)

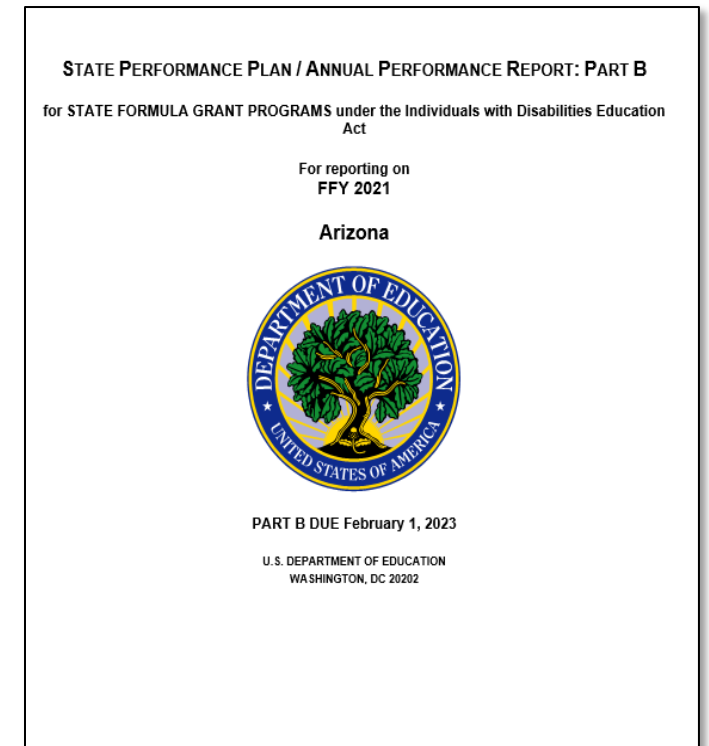
- A—Autism
- CWD—Children with disabilities
- DB—Deaf-blindness
- Disability Category—The primary disability as identified in the Individualized Education Program (IEP)
- DD—Developmental delay
- ED—Emotional disability (emotional disturbance)
- EDP—Emotional disability in private or intensive special education programs
- HI—Hearing impairment
- LRE—Least restrictive environment
- MD—Multiple disabilities
- MDSSI—Multiple disabilities with severe sensory impairment

Definitions (2 of 2)

- MIID—Mild intellectual disability
- MOID—Moderate intellectual disability
- OHI—Other health impairment
- OI—Orthopedic impairment
- PSD—Preschool severe delay
- SID—Severe intellectual disability
- SLD—Specific learning disability
- SLI—Speech or language impairment
- SWD—Students with disabilities
- TBI—Traumatic brain injury
- VI—Visual impairment

Introduction to the SPP/APR

The State Performance Plan (SPP) / Annual Performance Report (APR) comprise a required annual federal special education data collection overseen by the Office of Special Education Programs. They are outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to stakeholders throughout the year.



Federal Fiscal Year (FFY)

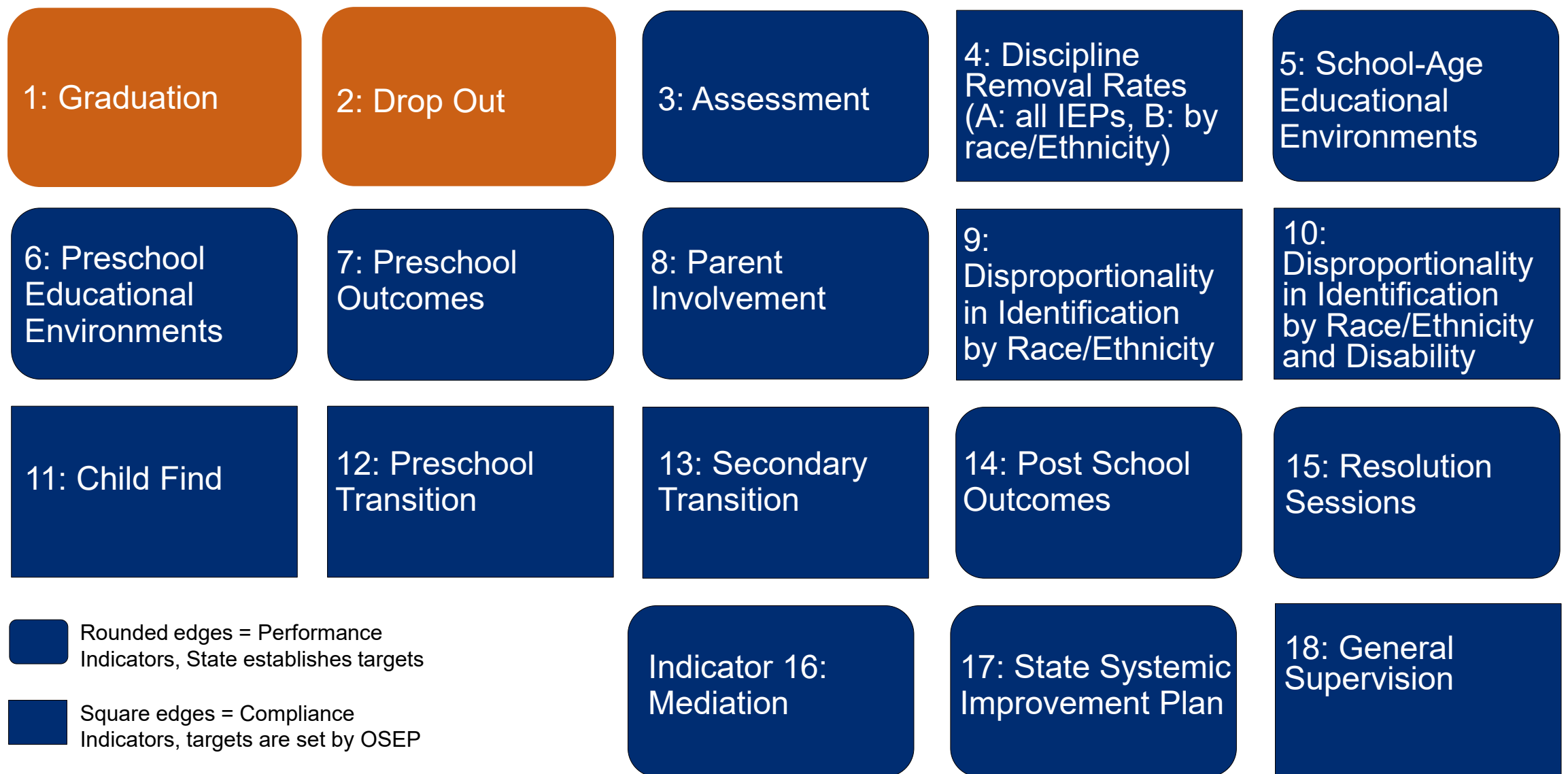
The charts in this presentation use the federal fiscal year (FFY). Federal reporting uses FFY when submitting and reporting on information. This classification is forward-facing compared to the standard fiscal year.


For example, school year 2023–2024 data will be labeled as FFY 2024.




State Performance Plan Indicators

Summarized Descriptions of
IDEA Part B Indicators



 Rounded edges = Performance Indicators, State establishes targets

 Square edges = Compliance Indicators, targets are set by OSEP

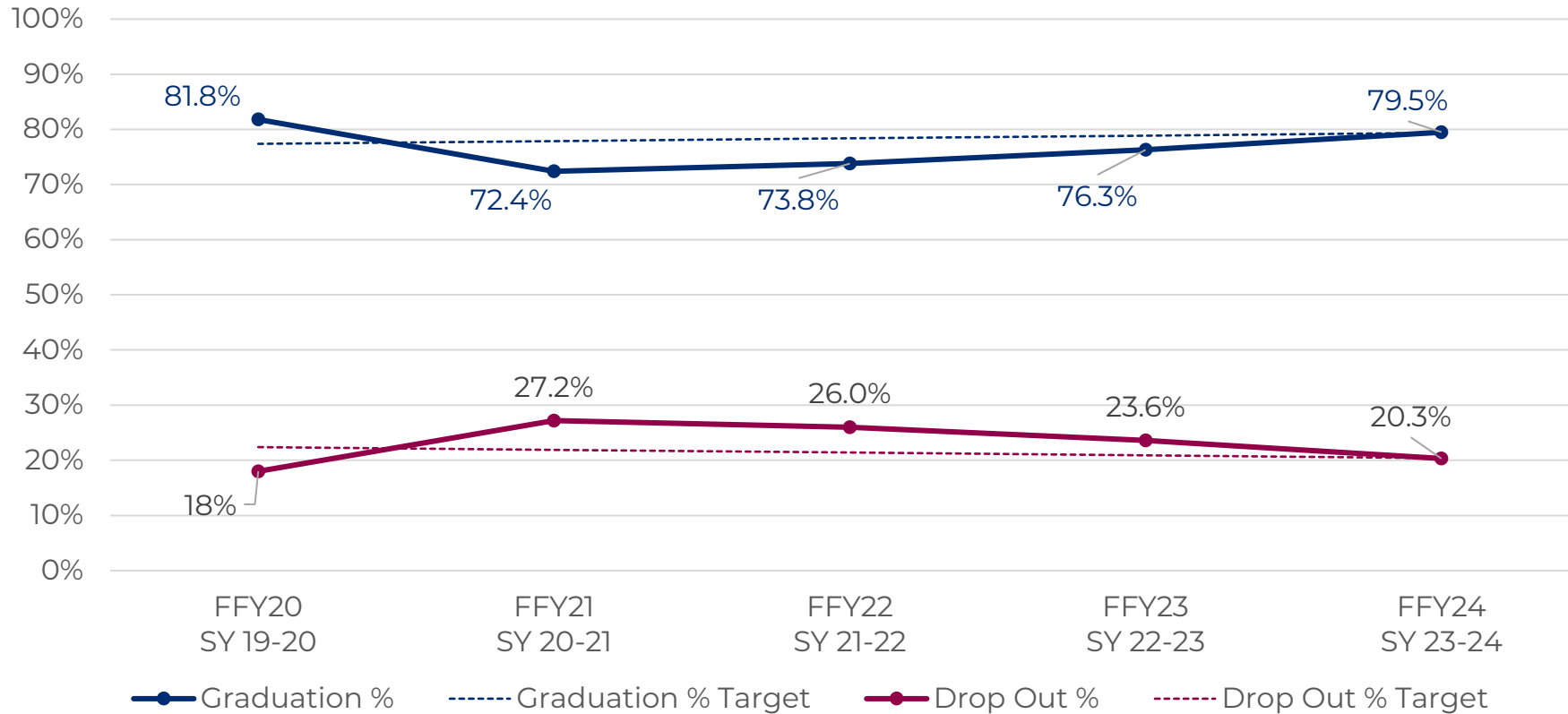
Indicators 1 & 2 Introduction

- Indicator 1: Percent of youths with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma (20 U.S.C. 1416 (a)(3)(A)).
- Indicator 2: Percent of youths with Individualized Education Programs (IEPs) exiting 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 of Education under section 618 of the Individuals with Disabilities Education Act (IDEA). The most recent indicator 1 and 2 data shown in this presentation will be from the 2023–2024 school year. These results will be used for the SPP/APR due February 1, 2026.

Indicators 1 & 2 Calculation

- Indicator 1: States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education **due to graduating with a regular high school diploma** in the numerator and the number of all youths with IEPs who exited special education (ages 14–21) in the denominator.
- Indicator 2: States must report a percentage using the number of youths with IEPs (ages 14–21) who exited special education **due to dropping out** in the numerator and the number of all youths with IEPs who exited special education (ages 14–21) in the denominator.

FFY20–24: Indicators 1 & 2

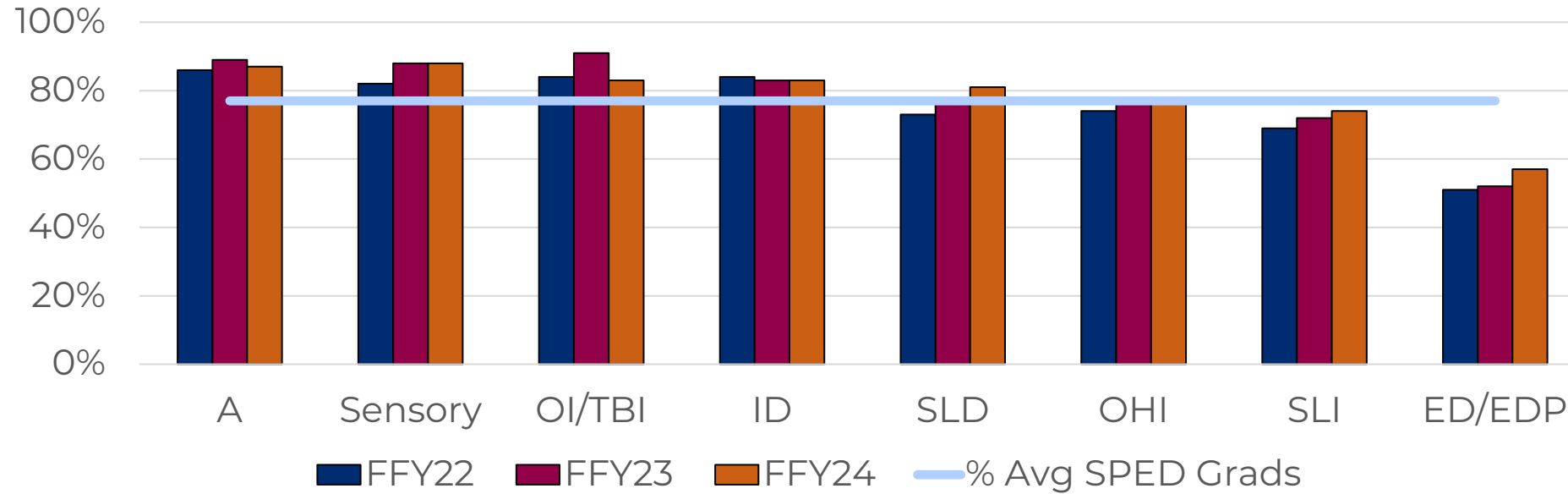


FFY24, Ind. 1
 Target = 79.3%
 Actual = 79.5%
Surpassed target

FFY24, Ind. 2
 Target = 20.3%
 Actual = 20.3%
Met target

FFY	2020	2021	2022	2023	2024
Indicator 1: Graduation	81.8%	72.4%	73.8%	76.3%	79.5%
Indicator 2: Drop Out	18%	27.2%	26%	23.6%	20.3%

3-Year Trend, % SWD Graduation by Disability



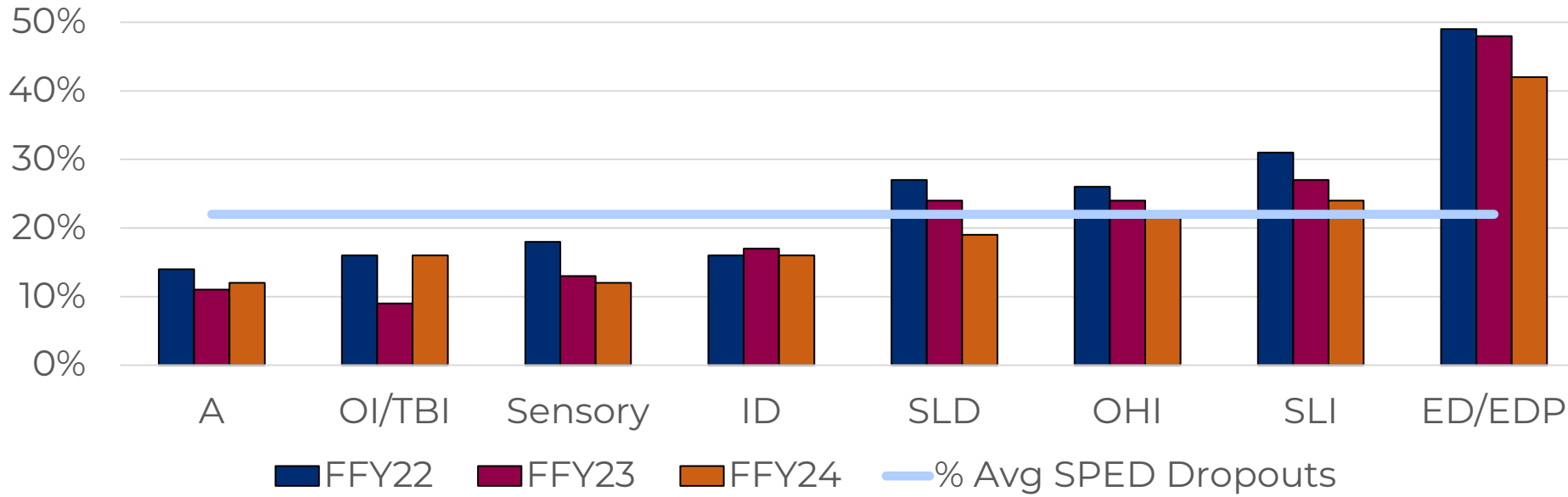
Over the past three FFYs the **average SPED graduation rate was 77%**.

Students with autism had the highest average graduation rate at 87% (1,000 average graduates).

ED/EDP students averaged the lowest graduation rate at 53%. (449 average graduates).

Disability	FFY22	FFY23	FFY24
A	86%	89%	87%
Sensory	82%	88%	88%
OI/TBI	84%	91%	83%
ID	84%	83%	83%
SLD	73%	76%	81%
OHI	74%	76%	78%
SLI	69%	72%	74%
ED/EDP	51%	52%	57%

3-Year Trend, % SWD Dropouts by Disability



Over the past three years the **average SPED dropout rate was 22%**.

Students with autism had the lowest average dropout rate at 12% (145 average dropouts).

ED/EDP students averaged the highest dropout rate at 46%. (390 average dropouts).

Disability	FFY22	FFY23	FFY24
A	14%	11%	12%
OI/TBI	16%	9%	16%
Sensory	18%	13%	12%
ID	16%	17%	16%
SLD	27%	24%	19%
OHI	26%	24%	22%
SLI	31%	27%	24%
ED/EDP	49%	48%	42%



Q&As





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