

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 2 – Drop Out Rate

Percent of youth with IEPs dropping out of high school

Measurement & Calculation:

All students with IEPs (ages 14-21) who exited school due to dropping out

All students with IEPs (ages 14-21) who exited school with regular/alternate diploma,
who aged out, or dropped out

Data Source and Outcomes:

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs (ages 14-21) who exited school under the criteria for dropping out:	141	121	112	174	171	147	163
Number of youth with IEPs (ages 14-21) who exited high school:	1,116	1,007	886	929	994	1,214	1,393
Percent of youth with IEPs (ages 14-21) who left high school by dropping out:	12.6%	12.0%	12.6%	18.7%	17.2%	12.1%	11.7%
Year target:	5.1%	5.2%	4.9%	4.6%	4.3%	4.0%	3.7%

Note: Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020), and compare the results to the target.