

# 1

## Graduation Rate

The percentage of students with Individualized Education Programs (IEPs) ages 14-21 who exit special education each year with a regular high school diploma. Note: Indicator 1 uses prior year data, often referred to as "lag" data.

### Why Is It Important?

High graduation rates reflect that students are being prepared for further education, employment, and independent living, which are critical outcomes for their future success. By monitoring this, schools can identify areas that need improvement and ensure equitable opportunities for all students.

### 2021-2022 Data

**46,818**

# that exited special education with a regular high school diploma

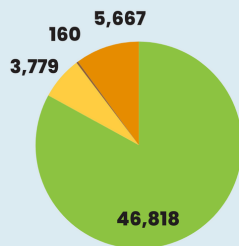


**56,424**

Total # of student that exited special education

#### Exit Reasons:

- Regular Diploma
- Certificate
- Dropped Out
- Reached Max Age (age 22)



### Additional Resources



**Intro to the State Performance Plan (SPP):** Learn more about the SPP and its indicators.



**Intro to the SPP video**  
<https://bit.ly/SPPIIntro>



**Indicator 1 video**  
<https://vimeo.com/823174498>

### Indicator Feedback Forms:

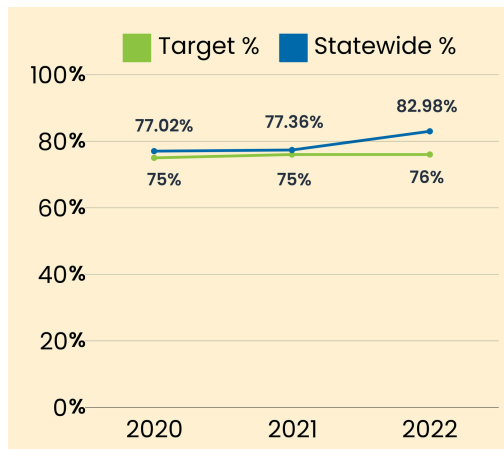
Share your thoughts on the SPP indicators by completing the surveys linked below.



<https://seedsofpartnership.org/SPP-APR.html>

### Progress Towards Increasing Graduation Rates

SPPI targets are goals set by the state to see how well schools are supporting students with disabilities. The state checks the results each year to see if these goals are being met. The corresponding graph provides a comparison of recent annual targets to overall results from schools across the state.



### Tips for Supporting Students

**Encourage consistency** in maintaining good attendance and completing coursework.

**Review the IEP** and ensure it includes meaningful transition and vocational goals.

**Monitor progress** and intervene early to address issues before they impact graduation.



Learn how your child's school is performing by visiting:  
<https://apriindicators.systemimprovement.org>

