

# For students with disabilities, how do high school outcomes vary by disability category?

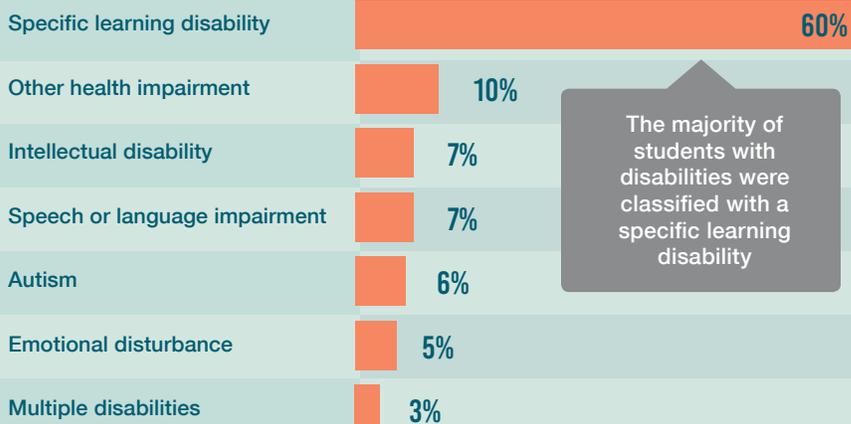
A recent study\* of Utah students with disabilities revealed that, while they were less likely to graduate and more likely to drop out compared to their general education classmates, their high school outcomes varied considerably by disability category. As a group, they were also more likely to change schools and to be over-age in grade 12—two risk factors for not graduating. These factors also varied by disability category.

## STUDENTS WITH DISABILITIES

**UTAH STUDENTS  
GRADES 6–12, 2010/11**  
(N = 201,465)

General education students  
**88%**

Students with disabilities  
**12%**



The majority of students with disabilities were classified with a specific learning disability

The federal *Individuals with Disabilities Education Act of 2004 (IDEA)* identifies 13 specific disability categories. This visual summary reports only those categories that accounted for more than 1% of Utah's grades 6–12 students with disabilities. For categories and their definitions, see p. 4 of the study report.

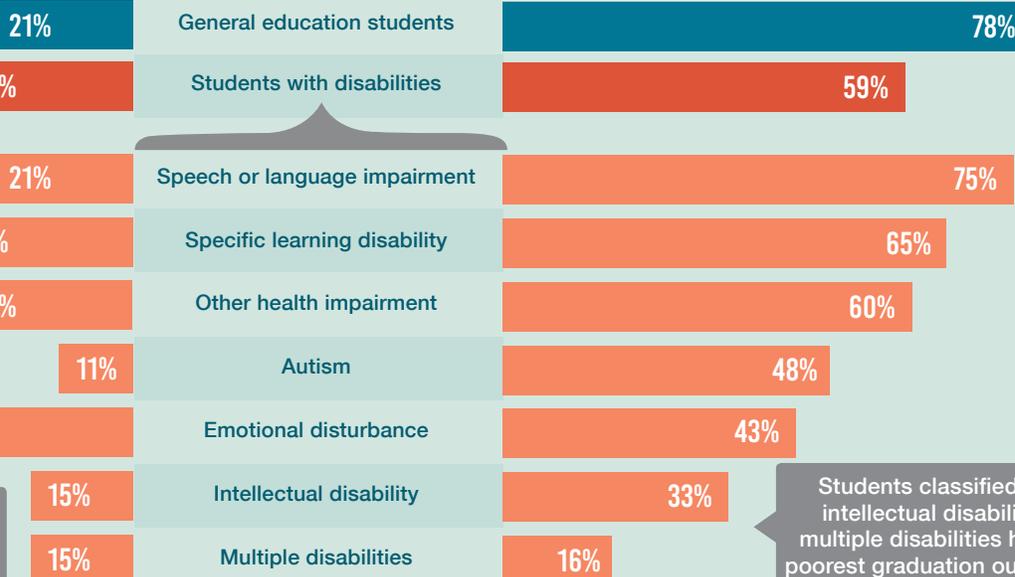
## 4-YEAR HIGH SCHOOL OUTCOMES

For the 41,496 students expected to graduate in 2011, students with disabilities dropped out at higher rates and graduated at lower rates than their general education classmates. Students who neither dropped out nor graduated were retained in school or earned an alternative certificate.

### DROPOUT RATES



### GRADUATION RATES



Students classified with emotional disturbance had the highest dropout rate.

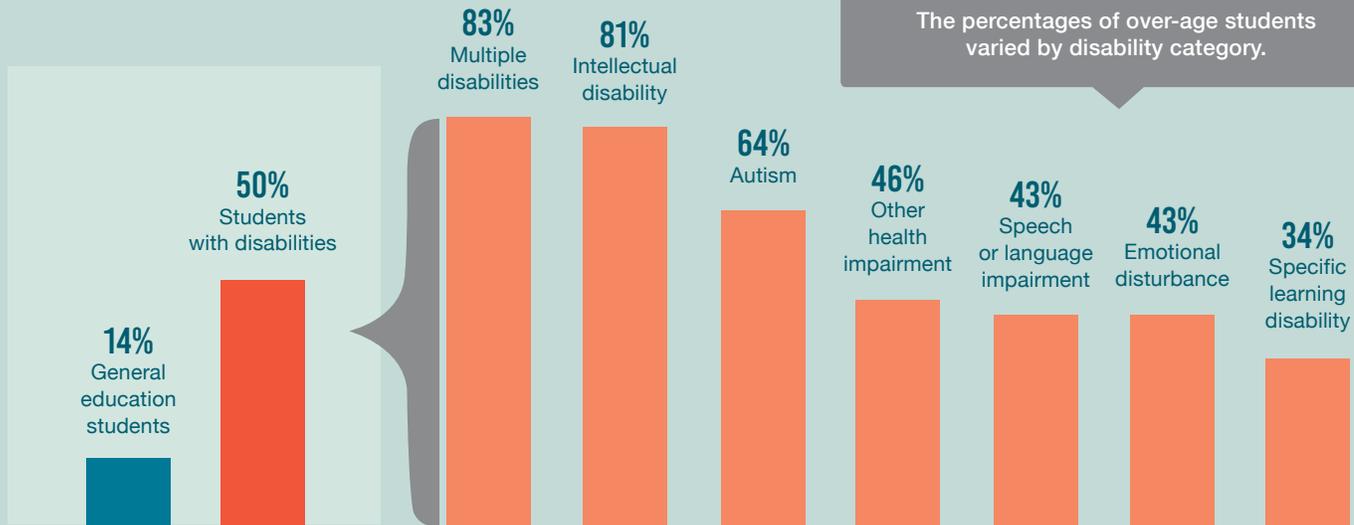
Students classified with intellectual disability or multiple disabilities had the poorest graduation outcomes.

\* This visual summary is based upon Barrat, V. X., Berliner, B., Voight, A., Tran, L., Huang, C., Yu, A., & Chen-Gaddini, M. (2014). *School mobility, dropout, and graduation rates across student disability categories in Utah* (REL 2015-055). Washington, DC: U.S. Department of Education, Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>. For more information, contact [relwest@wested.org](mailto:relwest@wested.org).

# OVER-AGE STUDENTS



Students with disabilities were more likely to be over-age in grade 12, which is a risk factor for not graduating—though, under *IDEA*, some students with disabilities may remain in high school until age 22.



# ANNUAL SCHOOL MOBILITY



Compared to their general education classmates, Utah students with disabilities in grades 6-12 changed schools at higher rates, which is a risk factor for not graduating.

Students classified with emotional disturbance had the highest school mobility rate.

