

# P10 Winter Institute Size-alike Sessions

February 26-29, 2024

# Welcome!

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- ❑ Please sign in using the virtual link in the chat box.
- ❑ This is the \_\_\_\_\_ size-alike meeting. If you are in the incorrect size-alike, you may choose to attend the size-alike meeting aligned to your district that meets on a different day or you are welcome to stay.
- ❑ Please note, participant contact information will be provided to all participants after the sessions for networking purposes.
- ❑ A Padlet with size-alike resources and slide deck will be provided as a follow-up. If you have an item/resource/document you would like to add to the Padlet, please send via email to your Regional Transition Representative.

# Agenda

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<b>Time</b>	<b>Activity</b>
1:00-1:10	Welcome and Housekeeping
1:10-1:55	Indicators 1 and 2 Discussion
1:55-2:25	Indicator 13 Discussion
2:25-2:30	Break
2:30-3:15	Indicator 14 Discussion
3:15-3:30	Evaluation and Closing

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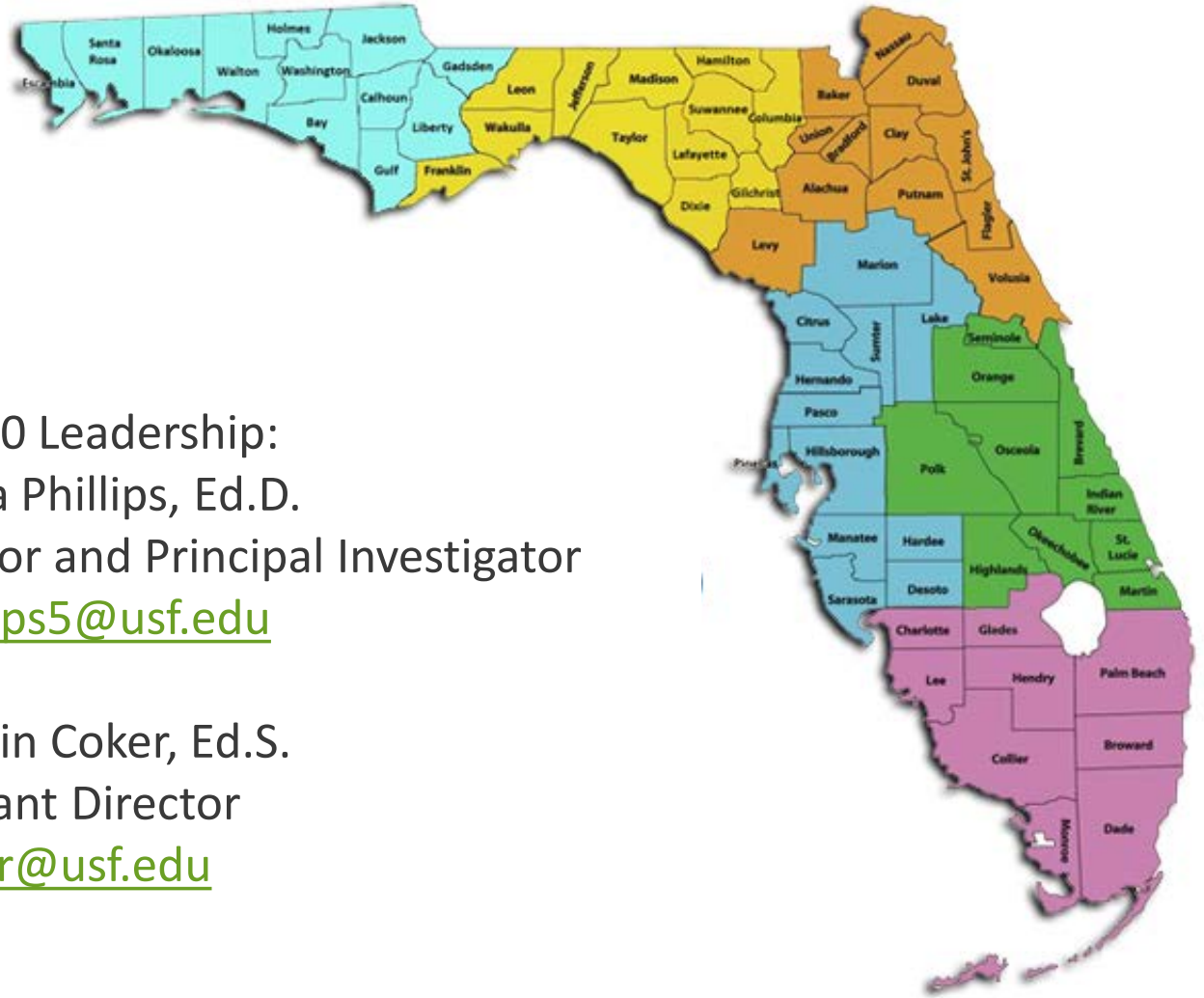
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# 2024 State Targets

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Indicator 1	Indicator 2	Indicator 13	Indicator 14A	Indicator 14B	Indicator 14C
83.0%	10.5%	100%	26.5%	55.2%	60.0%

FDOE Program Accountability, Assessment and Data Systems webpage  
<https://www.fldoe.org/academics/exceptional-student-edu/data/>

# Indicators 1 and 2

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GRADUATION AND DROPOUT  
RATES

# Indicator 1- Graduation Rate

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## **SPP/APR Performance Report Definition:**

Percent of students (ages 14-21) with IEPs exiting special education due to graduating with a standard high school diploma.

## **The IDEA ESE Standard Diploma One-Year**

**Exit Rate** is used for:

- ❑ District LEA Determination Points and the SPP/APR Performance Report (LEA Profile)
- ❑ Reported to FDOE and US Office of Special Education Programs (OSEP)

## **Standard Diploma Graduation Rate**

Students (ages 14-21) with IEPs exiting special education due to graduating with a standard high school diploma

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Students (ages 14-21) with IEPs exiting high school that year by: graduating with a regular/standard diploma or a state defined alternate diploma, receiving a certificate, reaching maximum age (22 years), or dropping out

# Federal Uniform Graduation Rate- Adjusted 4-Year Cohort

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The **federal uniform graduation rate** (4-year adjusted cohort) for students with disabilities is no longer used for the LEA Profile.

HOWEVER, it is still used for the following:

- ❑ Data reported to the FDOE and to the US DOE under the Every Student Succeeds Act (ESSA)
  - Including looking at any gaps between students with and without disabilities
- ❑ School Grades (FDOE)

## **Federal Uniform Graduation Rate** **(ESSA)**

Students with IEPs who graduate in four years with a standard high school diploma

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Students with IEPs who form the adjusted 4-year cohort for the graduating class



# Indicator 2- Dropout Rate

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**SPP/APR Performance Report Definition:**  
Percent of students (ages 14-21) with IEPs exiting special education due to dropping out.

The **IDEA ESE Dropout Rate** is used for:

- ❑ District LEA Determination Points and the SPP/APR Performance Report (LEA Profile)
- ❑ Reported to FDOE and US Office of Special Education Programs (OSEP)

## **IDEA ESE Dropout Rate**

Students with IEPs (ages 14-21) who exited special education due to dropping out

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Students with IEPs (ages 14-21) who exited that school year by: graduating with a regular/standard diploma, receiving a certificate, reaching maximum age (22 years), or dropping out

# Early Warning System (EWS)

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- ❑ EWS enables teams to use available school data to identify students who are at risk of not graduating from or dropping out of school, as a preventative measure, to get them back on track for graduation.
  - Attendance
  - Behavior
  - Course Performance
- ❑ Additionally, school-level trends can be examined to identify and address systemic issues.
- ❑ The root cause (the “why”) of student disengagement must be identified to prevent the issue(s) from reoccurring.

# Withdrawal Codes

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- ❑ Students who have deferred receipt of their standard diploma do not count against either graduation rate (coded WD1).
- ❑ The following codes count as dropouts: DNE, W05, W13, W15, W18, W21, W22, W23
- ❑ Ensure accurate coding, for example:
  - Some withdrawal codes can turn into dropouts (e.g., W01, W02, W3D, and W3E).
  - Have students coded as DNE or W22 enrolled in another school outside of the district?

## Resource:

- ❑ Appendix A- Attendance Record Keeping Required Codes from the FDOE Information Database Requirements 23-24 Automated Student Information System  
<https://www.fldoe.org/core/fileparse.php/20606/urlt/2324-appenda.xls>

# Indicators 1 and 2 Trainings

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- ❑ Using School-level Data to Increase Graduation Success of Students with Disabilities: Part 1 - An Early Warning System (EWS)
- ❑ Using School-level Data to Increase Graduation Success of Students with Disabilities: Part 2 - Strategies and Interventions

Available Technical assistance:

- Color-coded report
- Dropout prevention
- Graduation rate projections

# Indicator 1 and 2 Publications

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- ❑ Dropout Prevention Flowchart with tips on coding and retrieval
- ❑ Student Engagement Best Practice Checklist
- ❑ Predictors of Postsecondary Outcomes
- ❑ Graduation Success Toolbox -\*Updated\*

# Indicator 1 and 2 Discussion

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1. What end-of-year EWS data analysis methods are found to be helpful when determining planning for the upcoming school year?
2. How do you leverage human resources to effectively analyze and respond to student data in a timely manner, including addressing ineffective interventions and/or designing new interventions?
3. Other than looking at your dropout and graduation rates, what ongoing data collection methods are available to determine if your EWS is working?
4. What are the most effective interventions your team uses to address issues related to attendance, behavior, and course performance among students?

# Indicator 13

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TRANSITION IEP COMPLIANCE

# Indicator 13

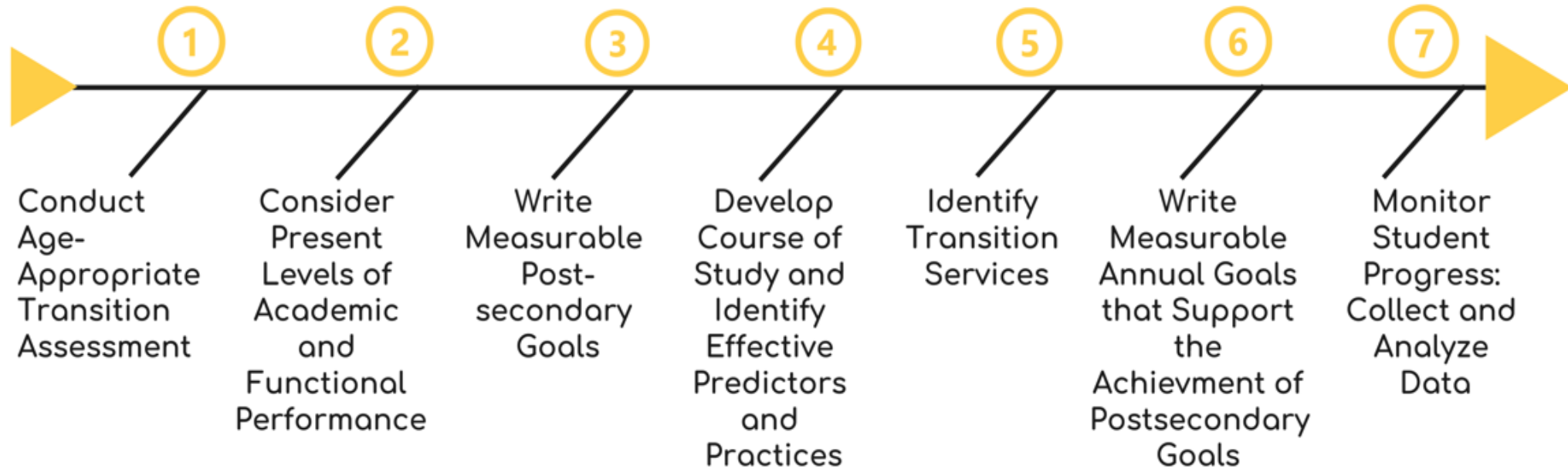
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- ❑ Percentage of students with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition service's needs.
- ❑ The target will always be 100%.




# Indicator 13 Reminder

## From Assessment to Practice: A Model for Teachers



# Indicator 13 Trainings

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- ❑ The Future Starts Now: Preparing for Secondary Transition in Middle School
  - ❑ Transition Basics: Information for Families and Others Who Support Students with Disabilities
  - ❑ Using Transition Assessment Data to Write Measurable Postsecondary Goals
  - ❑ Writing Effective Transition Individual Educational Plans (TIEPs)
  - ❑ Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities
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# Indicator 13 Trainings (continued)

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- ❑ Deferment and Extended Transition Programming (ages 18-22): Information for Parents, Families and Community-Based Transition Stakeholders
- ❑ Self-Determination and Self-Advocacy
- ❑ Standing Up for Me-Plus

Available Technical assistance:

- Self-assessment assistance
- Writing compliant measurable postsecondary goals
- Customized TIEP assistance
- Self-Determination/Self-Advocacy
- Deferment

# Indicator 13 Publications

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- Considering Age of Majority, Transfer of Rights and Decision-Making Options
- Middle School Transition Trail Map for Families
- Benchmarks for Middle School Transition Planning
- Transition Assessments Chart
- Transition Requirements Checklist
- Secondary Transition Roadmap for Families
- Self-Determination and Self-Advocacy Guide
- Graduation Options Chart
- Topical Briefs

# Indicator 13 Discussion

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- ❑ How are you providing self-determination and self-advocacy instruction to promote students' active and effective participation in IEP meetings?
- ❑ How do you handle scenarios when a parent is unwilling to authorize their child's participation in an IEP meeting?
- ❑ How are you using the provision of information to connect students with resources to meet their postsecondary goals?
  - Career and Technical Education
  - Transition services and programs
  - Collegiate Programs
  - Agency connections (the "Big 5")

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# 5 minute-Break

# Indicator 14

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POST-SCHOOL OUTCOMES



# Indicator 14 Information

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**14a** - Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.

**14b** - Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.

**14c** - Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

**Calculation-** Survey 5 exit data matched to other agency data by Florida Education Training Placement Information Program (FETPIP).



# Indicator 14 Reminders

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## Deferment:

- ❑ To be eligible for deferment, students must meet graduation requirements AND
  - Have an IEP that prescribes special education, transition planning, transition services, or related services through age 21; and
  - Be enrolled in accelerated college credit instruction pursuant to s. 1007.27, F.S., industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.
- ❑ The student's course of study/deferment program must be related to their postsecondary goals.

# Indicator 14 Reminders

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## Career and Technical Education (CTE):

- CTE is available to earn credits/meet graduation requirements through specific pathways *and* as a deferment option.
- Consider CTE courses when developing a course of study (importance of provision of information).

## Agency linkages:

- Agency connections build over time and are crucial to a student's post-school outcomes.
- Start making connections as soon as possible (e.g., applications to Agency for Persons with Disabilities (APD) may need to be made as early as elementary school).

# Indicator 14 Trainings

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- ❑ Career and Technical Education and Students with Disabilities: An Overview of Requirements, Substitution Opportunities and Considerations
- ❑ Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities
- ❑ Deferment and Extended Transition Programming (ages 18-22): Information for Parents, Families and Community-Based Transition Stakeholders
- ❑ School-Based Enterprise Development: Planning, Implementing and Evaluating



# Indicator 14 Trainings

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- Summary of Performance: Requirements and Suggested Practice
- Discovery Process for Students in Transition
- Community-Based Instruction (CBI)

## Available Technical assistance:

- Support for job coaches
- Support for school-based enterprise
- Support for CTE course substitutions

# Indicator 14 Publications

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- ❑ Predictors of Postsecondary Outcomes
- ❑ Project 10's Postsecondary Options At-a-Glance
- ❑ Career and Technical Education (CTE) Course Substitutions: The Who, What, When, Why and How
- ❑ Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education
- ❑ Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success
- ❑ School-Based Enterprise: Planning, Implementing, and Evaluating Guide
- ❑ Community-Based Instruction Guide

# Indicator 14 Discussion

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## Agency Connections:

- How are you creating a collaborative relationship between school/district/families and outside agencies?
- How has agency participation in IEPs helped to connect students to their services?

# Indicator 14 Discussion

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Deferment:

- How is your district providing special education, transition services, transition planning and/or related services to students in the following four deferment options:
  - Accelerated college credit
  - Industry certifications leading to college credit
  - Courses leading to a Scholar Designation
  - Early college programs
  
- How are you addressing students interested in participating in extended transition programming who are recently enrolled in (or currently enrolled) in non-public, private or home-school settings?

# Closing and Evaluation