

P10 Winter Institute Regional Sessions

February 18-19, 2025



Welcome!

- Please sign in using the virtual link in the chat box.
- Questions are welcome in the chat box.
- There will be a survey link at the end of the presentation. Your participation will be appreciated.

Agenda

Time	Activity
1:00-1:10	Welcome and Housekeeping
1:10-1:55	Address critical issues impacting graduation rates and dropout rates
1:55-2:25	Discuss writing effective TIEPs for compliance
2:25-2:30	Break
2:30-3:15	Discuss strategies of CTE enrollment and 18-22 programs
3:15-3:30	Closing and Evaluation

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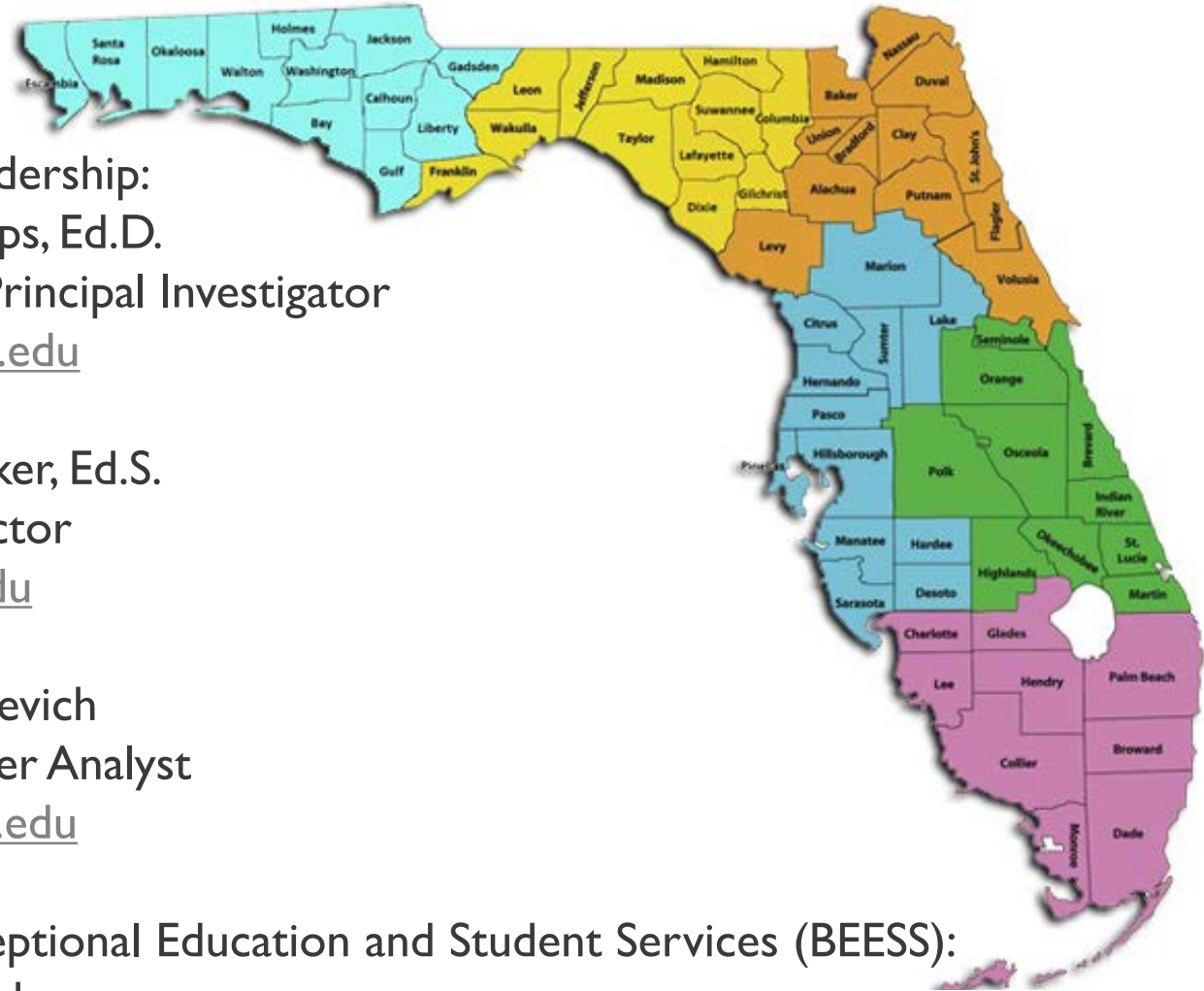
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2025 State Targets for Federal Transition Indicators

Florida SPP/APR Report:

<https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Florida>

Indicator 1	Indicator 2	Indicator 13
87.5%	8.25%	100%
Indicator 14A	Indicator 14B	Indicator 14C
27.5%	55.2%	60.0%

Up Next: Indicators 1 and 2
Graduation and Dropout Rates

Federal Uniform Graduation Rate - Adjusted 4-Year Cohort

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

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

Indicator 1- Graduation Rate

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 Exiter 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

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

Indicator 2- Dropout Rate

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

Students with IEPs (ages 14-21) who exited that school 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

Early Warning System (EWS)

- ❑ 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

- ❑ Students who have deferred receipt of their standard diploma are counted as a graduate (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, W3E and W3F).
 - 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 24-25 Automated Student Information System

<https://www.fldoe.org/accountability/data-sys/database-manuals-updates/2024-25-student-info-system/index.shtml>

Indicators 1 and 2 Trainings, Publications, and Technical Assistance (TA)

- ❑ 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

Indicator 1 and 2 Publications

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

Available Technical assistance:

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

Strategies for Improving Graduation Rates and Reducing Dropout Rates

Implement EWS throughout your district. EWS has several critical components, including:

- 1) EWS team members,
- 2) grade level teams,
- 3) identification of at-risk students,
- 4) intervention selection and design,
- 5) intervention implementation, and
- 6) intervention monitoring/response.

Indicator 1: Graduation Rate	Indicator 2: Dropout Rate
Use single-year exit data for precise analysis.	Engage students through personalized learning opportunities like CTE.
Strengthen transition planning in IEPs with measurable postsecondary goals	Promote work-based learning experiences and dual enrollment options.
Align course of study to individual student needs and career aspirations	Provide mentorship and targeted interventions for at-risk students.
Use CTE programs as pathways for further education, apprenticeships, and job placement	Foster collaboration among school staff, families, and community partners.
Use Project 10 resources to support compliance and best practices.	

Indicator 13

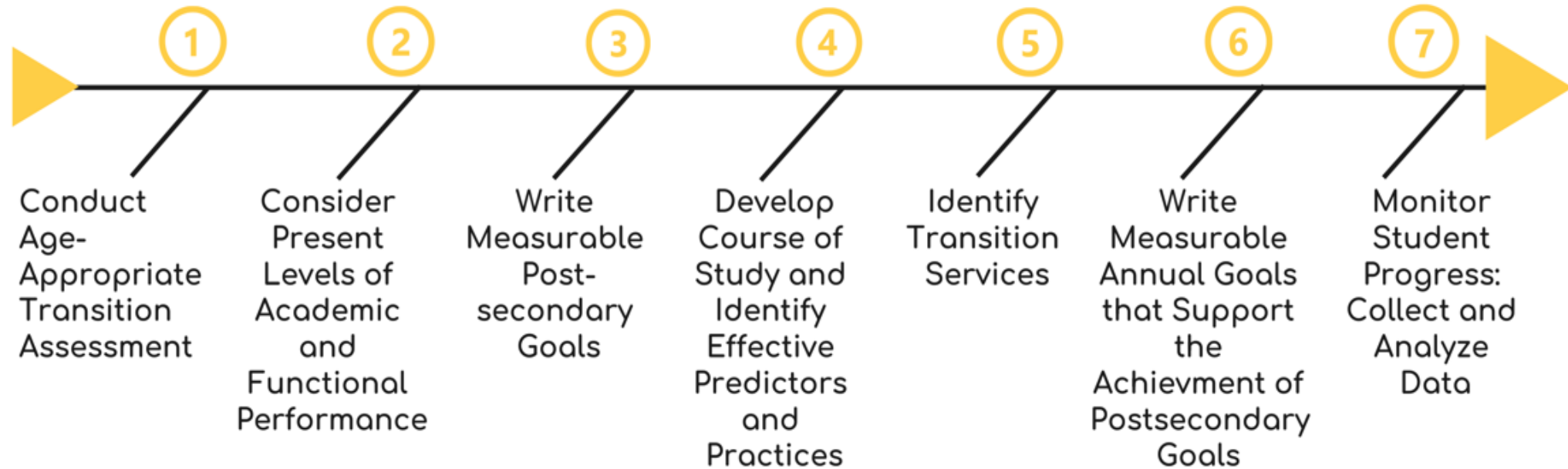
TRANSITION IEP COMPLIANCE

Indicator 13

- ❑ Percentage of students with IEPs aged 16 and above (Federal) 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

- ❑ 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

Indicator 13 Trainings (continued)

- 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

Indicator 13 Publications

- ❑ 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

Strategies for Best Practice

- ❑ Conduct age-appropriate transition assessments regularly to gather data on student interests, preferences, strengths, and needs. (Name it, date it, summarize it)
- ❑ Use multiple transition assessments (e.g., student interviews, observations, career inventories, interest surveys, vocational assessments, etc).
- ❑ Provide support for the student to actively participate in IEP meetings to help them take ownership of their transition planning.
- ❑ Ensure goals address education/training, employment, and, if appropriate, independent living.
- ❑ Write post secondary goals that are specific, attainable, and measurable based on age-appropriate transition assessments
- ❑ Align goals with assessment results and student input.

Indicator 14

POST-SCHOOL OUTCOMES



Indicator 14 Information

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: Strategies for Best Practice - CTE

- ❑ Highlight the benefits of and provide opportunities for dual enrollment, CTE programs, and industry certifications as appropriate.
- ❑ Develop partnerships with local businesses for internships, apprenticeships, and job shadowing.
- ❑ Implement community-based instruction (CBI) and school-based enterprise (SBE) to teach workplace and independent living skills.
- ❑ Teach soft skills (communication, teamwork, time management).
- ❑ Connect students with Vocational Rehabilitation (VR) before they exit the school system, including Pre-ETS while planning for transition.
- ❑ Include CTE courses in students' IEPs to align with measurable postsecondary goals.
- ❑ School Counselors build schedules unique to students' preferences, interests, and needs.

Indicator 14 Strategies for Best Practice for 18-22 Programs

- ❑ Consider individual student needs when identifying appropriate deferment options.
- ❑ Provide real-world, hands-on learning in community settings.
- ❑ Offer travel training to help students navigate buses, paratransit and ride share options.
- ❑ Use visual supports, communication devices or structured routines for students who are non-verbal or need additional guidance.
- ❑ Partner with local businesses for job placements, internships and volunteer opportunities.
- ❑ Utilize the school campus for structured work study program and school-based enterprise.
- ❑ Implement self determination training to help students communicate their needs and preferences.
- ❑ Collaborate with adult service providers (VR, APD, Centers for Independent Living, etc.) for smooth transitions.

Indicator 14 Trainings

- ❑ 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

- ❑ Florida 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

Indicator 14 Publications

- ❑ 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 – in revision
- ❑ 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 – in revision
- ❑ School-Based Enterprise: Planning, Implementing, and Evaluating Guide
- ❑ Community-Based Instruction Guide

Closing and Evaluation

- Before you go, please complete a brief evaluation survey. The link is located in the chat box.
- Thank you for attending and participating in this regional meeting.
- We appreciate your commitment to empowering students with opportunities for success.