



project10 transition education network

Graduation Requirements


(Enter date, event, location)

This training was developed by the Project 10: Transition Education Network, a special project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives


After this training, participants will be able to:


1. List college and career readiness skills.
2. Discuss graduation rates for Florida's students with disabilities.
3. Describe Florida high school completion options, including those restricted to students with disabilities.
4. Identify criteria for students with disabilities to defer receipt of the standard diploma.

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College and Career Readiness Skills

- Communication
- Critical, analytical thinking
- Time management
- Intellectual curiosity
- Commitment to learning



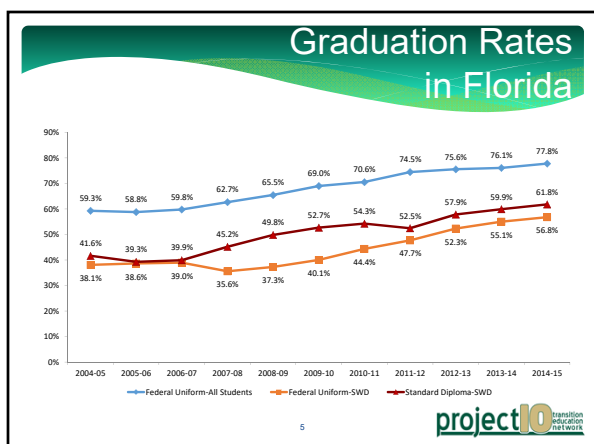
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State and Federal Initiatives

- Employment First
 - Executive Order in 2013, now in Florida Statute
 - Abilities Work Florida
 - Help Desk for Employers
 - Messaging Video
 - Collaborative Training Project
- Workforce Innovation Opportunity Act (WIOA) 2014






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Accommodations for Students with Disabilities

- Instructional and assessment accommodations
- Determined through IEP process
 - Student's learning and behavior characteristics
 - Uses comprehensive evaluation procedures
- Disability category alone is not a determinate factor

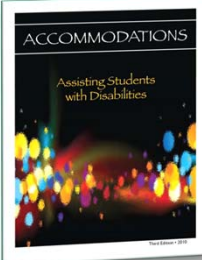


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Accommodations	Modifications
<ul style="list-style-type: none"> Changes in the way the student learns and/or is tested No change in standards or expectations Permitted under IDEA, ADA, 504 New testing guidance: http://www.ada.gov/regs/2014/testing_accommodations.html 	<ul style="list-style-type: none"> Changes in what the student is expected to learn Permitted for students with significant cognitive disabilities Considered after all appropriate accommodations are in place

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When Considering Accommodations




- Obtain input
 - parents, staff, teachers and students
- Measure the effect of the accommodations: student data

[*ACCOMMODATIONS: Assisting Students with Disabilities*](#)

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High School Completion Options



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High School Completion Options

- 24 Credit Standard Diploma
- 18 Credit ACCEL Option
- Special Diploma
- Performance-Based Exit Option
- International Baccalaureate (IB) Diploma Program
- Advanced International Certificate of Education (AICE) Diploma Program
- Certificate of Completion




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24 Credit Standard High School Diploma Options

- 3 Options
 - 2 Options available **ONLY** to students with disabilities
- Majority of students with disabilities will complete the option that is available to ALL students

Handout: [Florida 24 Credit Standard Diploma High School Graduation Options for Students Entering 9th Grade in 2014-15 and After](#)




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ESE Academic/Employment

24 credit standard diploma option with academic and employment requirements

- Available only to students with disabilities
- Must include .5 credit in an employment based course
- May include ESE courses (as electives only)



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ESE/Access

24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.

- Available only to students with significant cognitive disabilities
- Parental consent is required before a student may take access courses

ACCESS
A Florida Department of Education Recognition Program

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18 Credit Hour ACCEL Option

All 24 hour graduation requirements EXCEPT:

- Complete 3 elective credits instead of 8
- No physical education course requirement
- No online course requirement

Handout: [Florida 18-Credit Academically Challenging Curriculum to Enhance Learning \(ACCEL\) Option](#)

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Special Diploma

- Repealed effective July 1, 2015
- Entering 9th grade in 2013-2014 or before, may pursue a special diploma
 - Statement must be on the IEP prior to June 20, 2014.
 - Students may switch to a standard diploma or between special diploma options.
- Entering 9th grade in 2014-2015 or after, must work toward a standard diploma

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Performance-Based Exit Option

- Alternate route to a diploma for students who
 - Are at least 16 years of age,
 - Are lacking credits,
 - Have a low grade point average, or
 - Are overage for their current grade placement
- Not designed as an early exit
- Designed to help eligible students graduate with their kindergarten cohort

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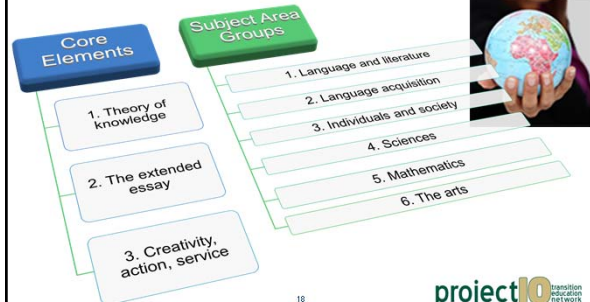
Performance-Based Exit Option

- Also known as the "GED Exit Option"
- Districts must provide appropriate preparation
- Students must pass state standardized assessments (or receive a concordant score) → Florida High School Performance-Based Diploma
- Students who pass the GED but not the assessments → Florida High School Diploma (GED)

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International Baccalaureate (IB) Diploma Program



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Advanced International Certificate of Education (AICE) Diploma Program

Essential College and Career Readiness Skills

1. Think critically
2. Carry out independent research
3. Evaluate arguments
4. Work independently and in teams
5. Communicate clear and well-reasoned arguments
6. Understand global issues from multiple perspectives

Subject Area Groups

1. Mathematics and sciences
2. Languages
3. Arts and humanities
4. Interdisciplinary and skills-based subjects

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Certificates of Completion

Three types of certificates:

1. Certificate of completion — Common Placement Test (CPT) eligible
2. Certificate of completion
3. Special certificate of completion

A certification of completion is NOT a high school diploma

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Activity

Review of High School Completion Options

Match the high school completion options on the handout with the corresponding description or fact.

Check your answers with your neighbor.

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Statewide Assessments



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Statewide Assessments

- Passing all required coursework
- Minimum grade point average of 2.0
- Passing of all required statewide, standardized assessments
 - Florida Standards Assessments (FSA), End-of-Course (EOC) Assessments, among others
- Students with disabilities must participate at least once with appropriate accommodations, but may have the results waived by their IEP team

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Alternate Assessment

- Access courses → Alternate Assessment
- Florida Standards Alternate Assessment (FSAA)
- Current Florida Alternate Assessment (FAA) → Minimum score of 4 to graduate
- Alternate assessment results can be waived → Portfolio

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Diploma Designations

- Optional
- Additions to a diploma, they are NOT diploma types
- Awarded to any student who meets all requirements listed in s. 1003.4285, F.S.
- Two designations available
 1. Scholar
 - Student must earn one credit in Algebra II (must pass EOC); pass the Geometry EOC; earn one credit in Statistics or an equally rigorous mathematics course; pass the Biology I EOC; earn one credit in Chemistry or Physics; earn one credit in a course equally rigorous to Chemistry or Physics; pass the U.S. History EOC; earn two credits in the same World Language; and earn at least one credit in AP, IB, AICE or a dual enrollment course
 2. Merit
 - Student must attain one or more industry certifications from the current CAPE Industry Certification Funding List

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Deferring Receipt of the Diploma

- FAPE ends upon receipt of a standard diploma
- Deferral of diploma allowed
- Process described in Rule 6A-1.09963, Florida Administrative Code

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Deferring Receipt of the Diploma


- Florida legislation passed in 2014 allows students with disabilities to defer receipt of their standard diploma and continue to receive special educational services from their school district.
- Majority of students who earn a standard diploma via an option open to all students will not meet this criteria
- Students who earn a standard diploma and do not defer are NOT eligible for any further services

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Eligibility to Defer Receipt of Diploma

The student must


1. Have an IEP requiring services through age 21, **and**
2. Be enrolled in one of several specific educational programs
 - Examples include industry certification courses, work-study programs, etc.



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Planning for Deferral


- Planning for the deferral → the correct language must be in the student's IEP
 - It is best practice to begin discussions about whether a student will need to defer the receipt of the diploma when the student enters high school.
- Districts may allow a student who defers to participate in graduation activities.



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Continued Services

- Students who earn a special diploma MAY return to the district and request FAPE at any time, up to the time they age out.
- Students who earn a standard diploma and DO NOT DEFER are NOT eligible for any further services.
- It is important for students with significant cognitive disabilities to defer receipt of their standard diploma if they wish to remain eligible for services.




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Postsecondary Education Assessments



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Postsecondary Education Assessments


Common Placement Tests

- Postsecondary Education Readiness Test (PERT)
- Accuplacer
- Scholastic Aptitude Test (SAT) I
- American College Testing (ACT) – Enhanced

Entry-Level Career and Technical Education (CTE) Basic Skills Assessments

- Postsecondary Education Readiness Test (PERT)
- Tests of Adult Basic Education (TABE) 9 & 10, Complete Battery or Survey
- Wonderlic Basic Skills Test (WBST)
- Wonderlic General Assessment of Instructional Needs (GAIN)


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Conclusion

Reaching a national high school graduation rate of 90% requires raising the rates among:

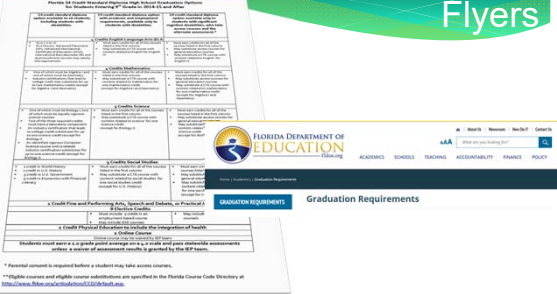
- Low-income students
- Minority students
- Students in special education
- Students in big cities and big districts
- Students from large states



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Graduation Requirements Flyers

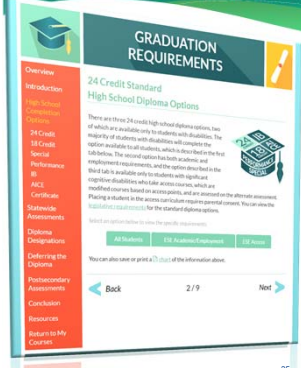


<http://www.fldoe.org/academics/graduation-requirements>

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Graduation Requirements Online Module



<http://pdportal.florida-ese.org/>

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Questions and Thank You

Questions, concerns, or recommendations?

Thank you for your attendance and input today!

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Presenter Contact Information

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Updated March 2016