

State of the State Transition in Florida

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Student Services*

VISIONS XVII
A Lifetime of Possibilities
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State Performance Plan/ Annual Performance Report (SPP/APR)

SPP Indicator 1

Percent of youth with IEPs graduating from high school **in 2008-09** with a regular diploma.

States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

New Baseline: 43.0% (2007-08 rate)

Feb. 2010 APR: 43.0% (2007-08 rate)



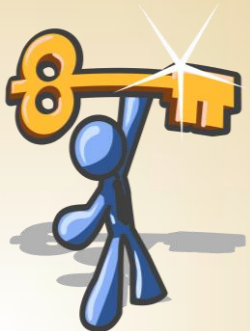
Feb. 2011 APR: Target 43.5% (2008-09 data)

SPP Indicator 1: What's New?

SB 4

Educational Accountability

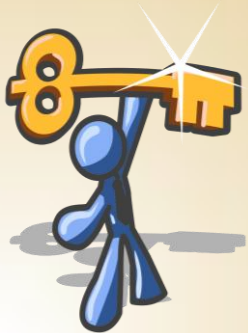
[http://www.flsenate.gov/data/session/2010/Senate/
bills/billtext/pdf/s0004er.pdf](http://www.flsenate.gov/data/session/2010/Senate/bills/billtext/pdf/s0004er.pdf)



SB 4

High School Graduation Requirements

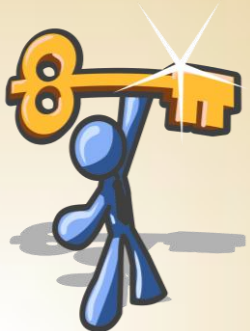
- Requires Geometry and Algebra II as 2 of the 4 required high school mathematics credits
- Requires Biology I and Chemistry or Physics and an equally rigorous course as the 3 required science credits
- Increases required mathematics credits from 3 to 4 for students selecting the accelerated 18-hour college preparatory or the career preparatory graduation options
- Requires high schools to provide acceleration courses and to advise students of such courses
- Repeals the provision relating to high school major and minor areas of interest
- Creates Credit Acceleration Program (CAP) to allow a student to earn high school course credit by attaining a passing score on the corresponding statewide, standardized EOC assessment



SB 4

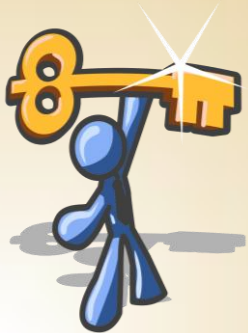
End-of-Course Assessments/FCAT

- Requires an EOC assessment:
 - Algebra I
 - Geometry
 - Biology I
- Eliminates grade 9 and grade 10 FCAT Math
- Eliminates FCAT Science at high school level
- Students with disabilities are required to take EOC assessments
- If the IEP team determines the EOC assessment **cannot** accurately measure the student's abilities taking into consideration all allowable accommodations, the results may be waived for the purpose of determining the student's course grade and credit (Guidelines TBD)



School Grades Clarification

- National Governors Association (NGA) rate (which includes special diploma recipients as graduates) used for 2009-10 and 2010-11 Graduation Rate
- Thereafter, the same calculation used for school grades as for AYP reporting (the federal uniform rate, which only counts standard diploma recipients as graduates)



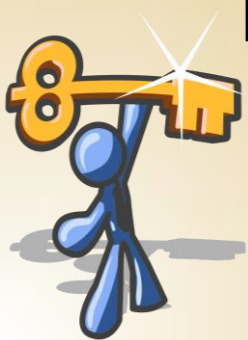
SPP Indicator 2

Percent of youth with IEPs dropping out of high school **in 2008-09**.

The percentage of students in grades 9-12 (from the year's total enrollment) who have withdrawn from school and have been assigned a dropout withdrawal reason code.

Feb. 2010 APR: 4.2% (2007-08 rate)

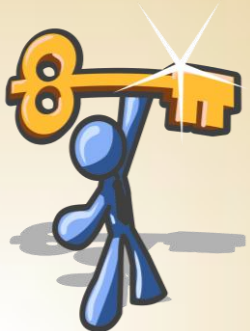
Feb. 2011 APR Target: 3.75% (2008-09 rate)



Dropout Prevention: 6th Grade Indicators

“Following nearly 13,000 Philadelphia students over a number of years, researchers found that 60% of students in the study who dropped out of high-poverty schools could be identified by one or more of four indicators in the 6th grade:

- Failing English
- Failing math
- Attending school 80% of the time or less
- Receiving at least one out-of-school suspension”



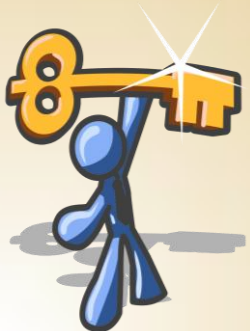
Dropout Prevention: Middle Grades Indicators for Improvement

Effective Interventions

Five indicators which have a strong impact on middle grades achievement were cited as follows:

- Teacher support
- Teacher and peer expectations
- Parental involvement
- The extent to which students feel the math they are studying will be useful to them later in life
- Students' intrinsic interest in math

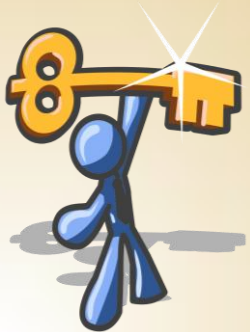
- The Progress of Education Reform 2007, Dropout Prevention, (Vol. 8, No. 1, July 2007)



Dropout Prevention: The Freshman Year

The freshman year matters!!!!!!!!!!!!!!

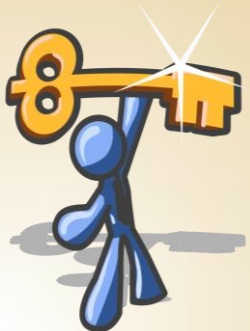
- On-Track
- Failures
- Grades
- Absences



Dropout Prevention: Freshman Year Interventions...

Interventions

- Focus on achievement in core courses
- Content recovery courses
- Tutoring as an academic support
- Tiered approaches
- Attendance and behavior monitors
- Advisories and team teaching
- Counseling and mentoring
- Small learning communities and school within a school for greater personalization

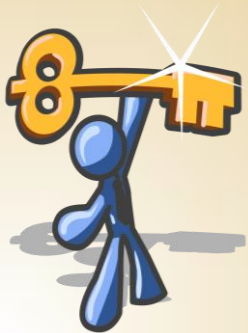


...Dropout Prevention: Freshman Year Interventions

- Interventions
 - Partnerships between high schools and feeder middle schools
 - Ninth grade transition programs
 - Support for students with disabilities outside of school
 - Career and college awareness
 - Family engagement
 - Community engagement

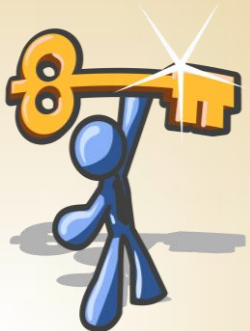
National High School Center

[http://www.betterhighschools.org/docs/
NHSCCSCSRSpecialEd.pdf](http://www.betterhighschools.org/docs/NHSCCSCSRSpecialEd.pdf)



SPP Indicator 2: What's New?

- Early Warning System (EWS) Tool developed by the National High School Center (NHSC) and customized as a desktop database application in collaboration with the Texas Comprehensive Center at SEDL
 - Tracks key ninth-grade indicators related to high school dropout (such as attendance, course failures, GPA)
 - Automatically calculates on-track status
 - Provides both pre-defined and custom reports showing which students are below the defined benchmark for each of the indicators
 - Based on the school's readily available data regarding student academic performance, attendance, and behavior
 - Can be imported or entered manually, and reports can be viewed, printed, or shared via Microsoft Excel

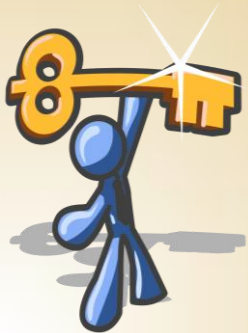


<http://txcc.sedl.org/resources/ewst/>

SPP Indicator 13

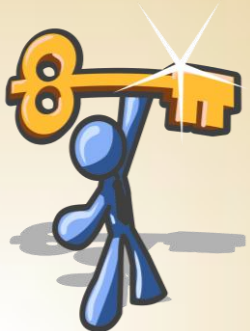
(Compliance Indicator)

- 100% percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
 - 2007-08: 24% of 389 IEPs reviewed met requirements
 - 2008-09: 61% of 601 IEPs reviewed met requirements
 - 2009-10: 82% of 587 IEPs reviewed met requirements



Self-Assessment Summary

- Most challenging standards ($\geq 50\%$ of districts identified noncompliance):
 - Present levels
 - Annual goals
 - SPP 13 common issues:
 - Postsecondary goals not measurable or not developed
 - Postsecondary goals not based on transition assessments
 - Annual goals or objectives not reasonably calculated to meet postsecondary goals



Self-Assessment Findings (Items 1-5)

Data reflects district totals by standard that **did not** meet requirements.

Standard	2007-08 Findings	2008-09 Findings	2009-10 Findings
1. Notice	47.2%	39.7%	18.3%
2. Student invited	18.1%	12.3%	9.9%
3. Student's strengths, preferences, interests considered	25.0%	15.1%	8.5%
4. 07-09: Desired post-school outcome statement, transition service needs, and self-determination 09-10: Diploma Selection	47.2%	31.5%	12.7% Self-determination
5. 07-09: Course of study and diploma selection 09-10: Self-determination	8.3%	4.1%	7.0% Diploma

Self-Assessment Findings (Items 6-12)

Data reflects district totals by standard that did not meet requirements.

Standard	2007-08 Findings	2008-09 Findings	2009-10 Findings
6. Agency follow-up designee and reconvene if agency fails to provide identified services	23.6%	19.2%	0%
7. Statement of transfer of rights at age 17	16.7%	16.4%	11.3%
8. Separate notice of transfer of rights at age 18	26.4%	15.1%	8.5%
9. Measurable postsecondary goals	87.5%	52.1%	36.6%
10. Age-appropriate transition assessment	79.2%	43.8%	28.2%
11. Annual goals, benchmarks, objectives	73.6%	47.9%	25.4%
12. Transition services	62.5%	37.0%	18.3%

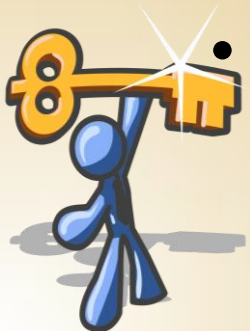
Self-Assessment Findings (Items 13-16)

Data reflects district totals by standard that **did not** meet requirements.

Standard	2007-08 Findings	2008-09 Findings	2009-10 Findings
13. Course of study	56.9%	39.7%	19.7%
14. Agency invited	31.9%	17.8%	1.4%
15. Consent to invite agencies	36.1%	21.9%	8.5%
16. The IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	88.9%	64.4%	49.3%

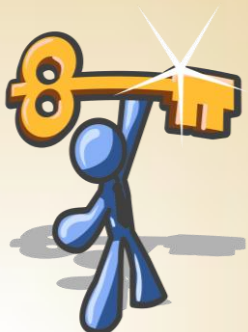
Indicator 13

- SPP: New baseline will be established in the FFY 2009 submission, due 2/1/11
- APR: The first APR reporting in FFY 2010 APR, due 2/1/12
- LEAs will continue to conduct self-assessment for Indicator 13
- Findings will not be reported under the auspices of Indicator 13 but will be reported under Indicator 15



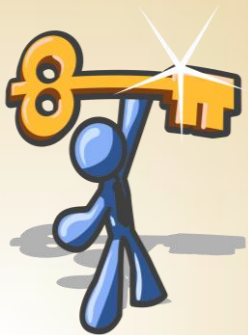
Indicator 13: What's New?

- Transition Planning for Students with Disabilities: A Guide for Families
 - Ready for dissemination by Family Café 2010
- Online training modules
 - Ready for dissemination 2010-11 by November
 - Secondary Transition and Compliance
 - Transition Assessment
 - Summary of Performance (SOP)
 - SOP template will be aligned with Portal to Exceptional Education Resources (PEER)



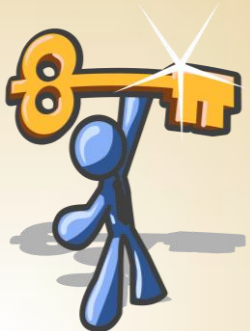
SPP Indicator 14

- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary education, or both, within one year of leaving high school.
 - 2007-08: 55% of youth with IEPs no longer in secondary school were found competitively employed, enrolled in postsecondary education or both
 - No data submitted in February 2010 APR



SPP Indicator 14

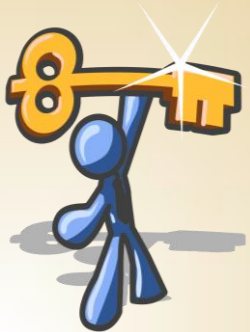
- Indicator has been revised
- SPP: New baseline will be established in the FY 2009 submission due 2/1/11
- APR: The first APR reporting in FFY 2010 APR is due 2/1/12



New SPP Indicator 14

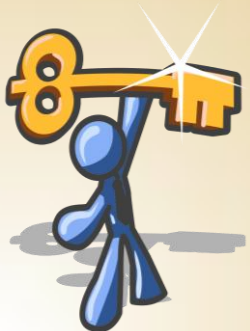
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. 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.



SPP Indicator 14: What's New?

- Project 10: STING RAY
- Community-Based Instruction: An Instructional Strategy
 - Revised and slated for release August 2010
- Standing Up for Me
 - Revisions underway
 - Proposed release Fall 2010
 - Considering addition of a Pre-K component



Interagency Collaboration



Governor's Commission on Disabilities



- Created by Executive Order 07-148, July 26, 2007, and continued by Executive Order 08-193
- Purpose: identify barriers faced by persons with disabilities and the elderly, then to develop recommendations to overcome those barriers in the areas of education, employment, independent living, and transportation
- Mission: advance public policy for Floridians with disabilities and to provide a forum for advocates representing Floridians with disabilities to develop and voice unified concerns and recommendations



2009 Governor's Commission on Disabilities



- Continue to work in areas identified in July 2008 Report to the Governor and advocate for implementation of recommendations

- Healthcare
- Education
- Employment
- Transportation
- Independent Living
- Civil Rights

- Web site www.dms.myflorida.com/gcd



2008 Recommendations

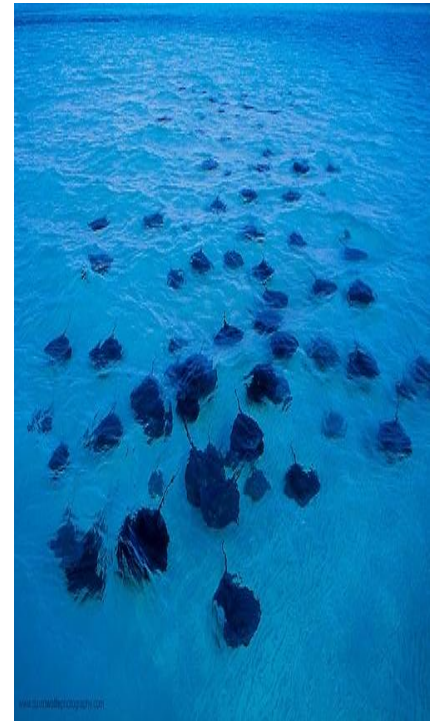


- Education Recommendation (A–2)
- The Commission recommends that the Governor consider the issuance of an executive order that requires the Commissioner of Education to initiate the following: Have the Florida Department of Education, Division of Public Schools, and the Division of Community Colleges develop a strategic plan for implementation of a comprehensive research-based statewide transition program at each community college that offers
 - (1) inclusive educational opportunities for students with disabilities in a degree-seeking program;
 - (2) inclusive educational, vocational, and community-based living training opportunities for students with disabilities who are not eligible for acceptance into degree programs; and
 - (3) educational and clinical opportunities for college-level students interested in careers devoted to working with persons with disabilities



PROJECT 10: STING RAY

*Students Transitioning Into the Next Generation
– Recognizing Alternatives for Youth*



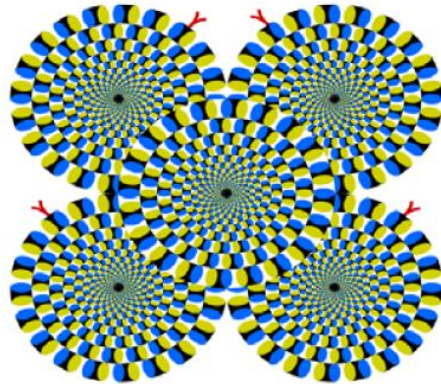
Collaborative Partners



- Division of Vocational Rehabilitation
 - Third Party Cooperative Arrangements
 - Communities of Excellence
- Florida Center of Inclusive Communities
 - Florida College Collaborative
- Florida Developmental Disabilities Council
 - Task Forces (Education, Employment)
 - Projects (FYI Transition, Partners in Transition)
- Intra Agency Partners
- Partners In Transition
- ...



Interagency Collaboration: What's New?



project10 transition
education
network

TRANSITION WHEEL

INTERAGENCY COLLABORATION



Cross-Center Intervention Resources

- SPP <http://www.fldoe.org/ese/pdf/RevisedSPP.pdf>
- APR <http://www.fldoe.org/ese/pdf/FFY-APRforOSEP.pdf>
- National Post-School Outcomes Center (NPSO)
<http://www.psocenter.org/index.html>
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
<http://www.ndpc-sd.org/default.php>
- National High School Center
<http://www.betterhighschools.org/default.asp>
- National Secondary Transition Technical Assistance Center
http://www.nsttac.org/about_us/about_us.aspx



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