|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Data Review** | Determine if the data for your agency’s special education students is reported accurately. | Compare the graduation rates for general education students with the rates for special education students. If the general education rate exceeds the special education rate, develop some hypotheses as to the reasons for the difference. | Review the secondary transition plan for each special education student who did not graduate, using the Graduation Rate Student Form. Determine if each transition plan contained all the required components, such as transition assessments, measurable postsecondary goals, transition services and activities, an annual IEP goal to support the postsecondary goal(s), evidence of parent/student consent and invitation to outside agency if team determined such services were needed, courses of study, and that the measurable postsecondary goals were updated annually. Document any interventions that were made to promote graduation for each student(s).  | Review the transcripts and courses of study for the students who did not graduate to determine if any patterns emerge from the group. Report the results of that review for any group of students with similar transcript history. | For students who dropped out, review when the first transition plan was put in place. Were the plans in place long enough to be meaningful for the student? Are there trends identified? Document all findings.  | Review PSO data. Report any trends identified.  |
| Findings |       |       |       |       |       |       |
| Evidence |       |       |       |       |       |       |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Supports and Services** | Determine what strategies, if any, were used to connect students (who later failed to graduate) with programs and/or agencies that support students who are at risk. Include a description of the strategies. | Describe how transition services were provided to **each student receiving special education services** during the twelve months preceding the academic year for which numbers indicate an unusually low graduation rate. If transition services were provided to some students and not others, indicate what those services were and report how the provision of transition services correlated to the likelihood of graduation. | Describe the agency’s participation in any school-/district-wide initiative to increase the rate of graduation. | Describe any PD offered to staff related to graduation or transition planning. (Include date provided, provider, content, and participants.) Review staff associated with transition plans for those students who dropped out. Were staff associated with the transition planning for these students included in the training? Are there trends identified?  | Describe any unique or special circumstances that the ADE/ESS unit needs to know in order to understand why your agency’s graduation rates for students with IEPs are low. | Based on a review of student files, were AT services provided to **each student receiving special education services** during the twelve months preceding the academic year for which numbers indicate an unusually low graduation rate? Describe any trends. |
| Findings |       |       |       |       |       |       |
| Evidence |       |       |       |       |       |       |

**Action Plan**

Problem Statement(s):

Actionable Cause(s):

Goal: