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| **Data Review** | Determine if the data for your agency’s special education students are reported accurately. Review the data related to the dropout rates for grades 9–12. | Determine if the agency has an effective procedure to ensure that the exit code for any student who had previously been coded as either "drop out" or "moved, known to be continuing" is changed when the agency receives a request for records from another school. Provide an explanation of this procedure.  | Compare the dropout rates for students in general education with the rates for students in special education. If the special education rate exceeds the general education rate, develop a hypothesis for this and then investigate. | Review IEP files for students who have dropped out and determine if each transition plan included all of the required components.  | Review the transcripts and course of study for students who have dropped out to determine if specific courses, specific grade levels, or other patterns emerge. Report any trends identified.  | Review PSO data. Report any trends identified.  |
| Findings |       |       |       |       |       |       |
| Evidence |       |       |       |       |       |       |

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| **Supports and Services** | Determine what process, if any, was used to connect students (who later dropped out of school) with programs and/or agencies that support students who are at risk of dropping out.  | Identify the dropout prevention services the school currently uses.  | Describe how transition services are provided to each student receiving special education during the twelve months preceding the dropout in the academic year shown as having an unusually high dropout rate. If transition services were provided to some students and not others, indicate what those services were and report how the school's provision of transition services correlated to the likelihood of a student's graduating.  | Describe the agency's participation in any school- or district-wide initiative for dropout prevention.  | Describe any outside agency collaborations that are established with the agency and/or individual sites.  | 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: