

IDEA Part B and Preschool Application

Executive Summary and Data Review

SY 2014-2015

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The Nettleton School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2012 as published in May 2014 (see attached SPP/APR District Performance Report, FFY 2012 (School Year 2012-2013)). Upon a careful review of the published data, areas have been identified of success and areas of need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, Nettleton School District did not meet 6 (17.6%), met 24 (70.6%), and four (11.8%) were reported as not applicable due to the small size (less than 10) of the population in this particular data field. The indicators were reviewed in four areas as required by IDEA: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for indicators 1, 2, 3, 4, 5, 6, 7, and 8; Disproportionality for indicators 9 and 10; Child Find for indicator 11; and Effective Transition for indicators 12, 13, and 14.

Areas of success (defined as having met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Dropout Rates (Indicator 2), Assessment Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), Preschool Outcomes (Indicator 7 SS1-B,C SS2-A, B, C), and Parental Involvement (Indicator 8);
- Disproportionality: Disproportionate Representation in Special Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transitions Timelines (Indicator 12), and Secondary Transition Goals (Indicator 13).

In order to sustain this performance, Nettleton School District will continue to provide professional development, to offer technical assistance, and to continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal self-monitoring activities. Specific activities will be outlined in the budget narrative.

Areas of need (defined as having not met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1 – NR), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 22.22% and Math 31.03%), Preschool Outcomes (Indicator 7A SS1 – 20%); and
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 0.00%, B. Higher Ed/ Employed – 50.0%, C. Positively Engaged – Met).

To address the above results indicators, Nettleton School District will be conducting professional development, partnering with early childhood organizations in the state/community, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. Nettleton School District also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading. Reading will continue to be the main focus for the next three to five years for Nettleton School District to address at least four of the above indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between general education and special education to identify evidence-based, coherent improvement strategies to improve results for children with disabilities. The improvement strategies will be chosen on their ability to be implemented with fidelity and scaled-up within the district. Possible improvement strategies include utilization of interventionists, joint trainings for teachers of general education and special education, and development and/or distribution of tools for improvement.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Nettleton School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.