

North Pike School District July 2, 2015
IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2015-2016
Grant # H027A150108 and Grant # H173A150113

North Pike School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2013 as published in July 2015 (see attached SPP/APR District Performance Report, FFY 2013 (School Year 2013-2014)). 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, North Pike School District did not meet 12 (35.30%), met 17 (50.00%), three (8.80%) were N/A due to Baseline Reset, and two (5.90%) 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: Assessment Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4A), LRE Placement (Indicator 5A, 5B, & 5C), LRE Placement Preschool (Indicator 6B), and Parental Involvement (Indicator 8);
- Disproportionality: Disproportionate Representation in Special and 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), Secondary Transition Goals (Indicator 13)

In order to sustain this performance, North Pike 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 – 25.5%-Target 71%), Dropout Rates (Indicator 2- 20.0%-Target 10%), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 30.3%-Target 50% and Math 46.5%-Target-54%), Suspensions and Expulsions (Indicator 4B-Black SWD 6.35%), PS students attending Regular Early Childhood Program (Indicator 6A-27.27%) and
- Effective Transition: Post-School Outcomes (Indicator 14A-25%-Target 32%; 14B-37.5%-Target 69%; 14C-62.5%-Target 86%)

To address the above results indicators, North Pike School District will continue to implement inclusive practices by increasing access to the general curriculum across all grade levels as it relates to LRE for all students with disabilities. As these practices are implemented, students with disabilities will be expected to meet the requirements for a standard diploma, thus increasing the graduation rate as well as increasing their level of performance at each grade level. NPSD will continue to utilize the instructional toolkit, Toolkit for Success, MDE professional development, as well as other professional development for all areas of need. By ensuring that all students are included in the general curriculum as much as possible and that all students are valued and meaningful members of the school community, more students with disabilities will have a more positive experience at school and decide to stay in school. NPSD will partner with early childhood organizations in the school community and work closely with the administrators of the elementary

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school on early childhood literacy as well as informing parents of the importance of children ages 3-5 attending an early childhood program. NPSD will continue to utilize the required BDI-2 Screener by the new requirements for the entry and exit of students with disabilities ages 3-5. The new requirements for the screener allows more time between the entry and exit dates to ensure that with the teacher's use of strategies in the classroom, the student's skill and functioning level will increase in order to maintain or increase their rate of growth. North Pike School District also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading and math. NPSD has begun transition activities at age 10 for all special education students by using a Parent/Teacher Questionnaire. As they begin middle school, we include other transition activities using our transition program, and continuing this program for all 14 and older students to ensure that each graduating student has an updated portfolio, a summary of performance, as well as any other information from any agencies in the community as it relates to his post-secondary goals before he/she exits from high school. For students that are in our MOD and SC classes, we are continuing to use Vocational Rehabilitation/Ability Works as well as moving them into jobs into the community.

Reading will be the main focus for the next three to five years for North Pike School District to address at least four of the above 5 indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between all NPSD administrators, general education teachers and special education teachers 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 joint trainings for teachers of general education and special education, the use of co-teaching strategies, and the development, training and/or distribution of tools for improvement in both academic and behavior for special education students in all three schools. NPSD will continue to use the expertise of school psychologists as well as our positive behavior specialist to ensure that all students with behavior intervention plans, goals, and charts will improve their behavior in the classroom through the use of progress monitoring tools. Through this monitoring process, the administrators will be able to reduce the suspensions/expulsions of special education students. By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, North Pike School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.

(Signature of Superintendent)

(Signature of Special Education Director)