

June 30, 2014 IDEA Part B and Preschool Application

Grant #H027A140108 and Grant #H173A140113

Executive Summary and Data Review

SY 2014-2015

The Grenada 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, Grenada School District did not meet 16 (47.10%) and met 18 (52.90%). 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 (for Indicator 5C), Preschool LRE (for 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), and Secondary Transition Goals (Indicator 13).

In order to sustain this performance, the Grenada 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 with a traditional diploma (Indicator 1 – 6.3%), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 30.71% and Math 42.23%), LRE in Regular Education >80% (Indicator 5A), LRE in Regular Education <40% (Indicator 5B), Preschool LRE Regular Program Inclusive (Indicator 6A 52.48%), Preschool Outcomes (Indicator 7); and

- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 5.88%, B. Higher Ed/Employed 64.71%, C. Positively Engaged 70.59%).

To address the above results indicators, the Grenada School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. The Grenada 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 be the main focus for the next three to five years for the Grenada School District to address at least four of the above 6 indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between all general education offices 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 literacy coaches, 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, Grenada School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.