

**IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2014-2015
Grant H027A140108 and H173A140113**

Clinton Public 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, Clinton Public School District did not meet 8 indicators (23.5%), met 25 indicators (73.5%) and 1 indicator (2.9%) was 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), Assessment Performance (Indicator 3C), Suspensions and Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), Preschool Outcomes (Indicator 7c), and Parental Involvement (Indicator 8);
- Disproportionate Representation in Special and Education and Specific Disability Categories (Indicator 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Secondary Transition Goals (Indicator 13) and Post-School Outcomes (Indicator 14)

In order to sustain this performance, Clinton Public 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 – 5.10%),
- AMO Targets (Indicator 3A),
- Preschool Outcomes (Indicator 7a – 36%, Indicator 7b- 35) for SS1 and (Indicator 7a-69%; Indicator 7b-67%, and Indicator 7c-69%) for SS2
- Effective Transition: Part C to B Transitions Timelines (Indicator 12 – 33.33%)

CPSD will focus on improving literacy for students with disabilities. Improving literacy will impact and improve the graduation rate over a course of time; however, it is vital that steps are taken to address the needs of students who are currently high school age and nearing graduation. CPSD will research and use programs proven to impact graduation rates as well utilizing programs that will improve reading and math functional levels, study and test taking skills.

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CPSD will continue to educate parents and students on exiting options, so that parents and students are able to make informed decisions regarding graduation.

Targeted and intensive technical assistance and professional development will be provided to special education teachers, general education teachers and instructional interventionists in the areas of reading and math. Improving reading and math skills will positively impact Indicators 1 and 3. Special Education Department will work closely with the Federal Programs Director and Curriculum and Instruction Director to identify and select evidence based comprehensive programs to improve reading and math skills.

CPSD will partner with partner with early childhood organizations in the state to provide cohesive transition services from Part B to C. CPSD and partners will review policies and procedures in place to evaluate the effectiveness of current procedures and make needed changes. Professional development will be provided to teachers working with pre-school age students to increase and improve preschool outcomes as well research, select, and purchase a curriculum specific for that population of students.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Clinton Public School District plans to see improvement in the high school graduation rate, improvement in reading and math scores (increased AMO), and improvement in preschool outcomes. Improvements in these areas should improve the outcome of students in the long term.