

**IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2016-2017
Grant H027A160108 and H173A160113**

The Coffeeville School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in May 2016 (see attached SPP/APR District Performance Report, FFY 2014(School Year 2014-2015)). 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, Coffeeville School District did not meet 9 (26.5%), met 10 (29.4%), and 15 targets (44.1%) 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/Expulsions (Indicator 4b), LRE Placement (Indicator 5A &5B), Preschool LRE (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: Secondary Transition Goals (Indicator 13), Post-School Outcomes (Indicator 14-B Higher Education/Employed).

In order to sustain this performance, Coffeeville 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: Dropout Rates (Indicator 2-33%), Assessment Participation (Indicator 3B-Math), Assessment Performance (Indicator 3C-Reading 3.8% and Math 0.0%), Suspensions/Expulsions (Indicator 4a –Special Ed: 3.34%, Reg Ed: .93%), LRE Placement (Indicator 5c-4.84%), Preschool Placement (Indicator 6a-53.33%); and
- Effective Transition: Post-School Outcomes (Indicator 14-A. Higher Ed –25%, B. Higher Ed/Employed – Met, C. Positively Engaged 75%).

To address the above results indicators, Coffeeville District will be working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. Reading will be the main focus for the next three to five years for Coffeeville District to address the above indicators.

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Targeting reading will necessitate collaboration between all general ed. 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. 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. Positive behavior specialist will be utilized to help improve the dropout rate and suspension/expulsion incidences of special population students. Students who have positive perceptions about school exhibit positive behavior and are more likely to complete with a regular diploma. Coffeerville District will utilize Reading Interventionists, researched based computer programs, and small group intensive instruction to increase reading foundational skills and proficiency. By increasing students' reading abilities in the lower grades, students will enter high school with reading proficiency and therefore, be equipped to pass state tests and graduate high school with a standard diploma. Coffeerville School District's certified staff will work closely with MDE Office of Special Education to ensure students with disabilities are being served in their LRE. Furthermore, teachers will place emphasis on post-school transition plans with high school and career ready students. In addition, the district has instituted a district wide, state tested area tutorial program. The program is built into the school day and based on individual need and MAPP testing data. Due to the new platform of online testing, students are continuously being exposed to online materials that are aligned to College and Career Readiness Standards online resources.

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