

**IDEA Part B and Pre-School Application
Executive Summary and Data Review
SY 2017-2017
Grant HA027A150108 and HA173A150113**

The Louisville Municipal 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 2015 (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, Louisville Municipal School District did not meet 9 (26.5%), met 19 (55.9%) 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), Suspensions and Expulsions (Indicator 4), LRE (Indicator 5, Preschool LRE (Indicator 6A), 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 Louisville Municipal School District will continue to provide professional development, 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)- 23.30%, AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C) – Reading 12.3% and Math 12.8%, Preschool Outcomes (Indicator 7A.) Positive social-emotional skills met and use of appropriate behaviors to meet their needs. (Indicator 7B) - Functioning within age expectations.

To address the above results indicators, the Louisville Municipal School District will increase supports and resources to general and special education teachers instructing special education students, provide positive behavior interventions and supports, provide sufficient resources and supports to ensure students are instructed in the least restrictive environment. The Louisville Municipal School District will be conducting professional development, partnering with early childhood organization in the county and state, and work closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. The Louisville Municipal School District will also 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 Louisville Municipal School District. The district will utilize instructional research-based programs and provide intense one-to-one instructional modeling, coaching and professional development to targeted teachers. 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.

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