

Montgomery County School District (4900)
August 12 2015 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2015-2016
Grant H027A150108 and H173A150113

The Montgomery County 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 June 2015 (see attached SPP/APR District Performance Report, FFY 2014 (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 24 pieces of data publicly reported, Montgomery County School District did not meet 6 (25%), met 12 (50%), and 6 (25%) 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: Suspensions/Expulsions (Indicators 4b), LRE Placement (Indicators 5a, 5b and 5c), Pre-school Placement (Indicators 6a and 6b), Parent involvement (Indicator 8), Disproportionate Representation in Sped (Indicator 9).
- Disproportionate Representation in Special and Education and Specific Disability Categories Disproportionate Representation in Specific disability Category (Indicators 10/LS, 10/OHI and 10/ID).
- Child Find: Timely Initial Evaluations (Indicator 11).
- Effective Transition: Part C to B Transitions Timelines (Indicator 13), and secondary Transition/Post School Outcomes (Indicator 10, Positively Engaged) (Indicator 14).

In order to sustain this performance, Montgomery County 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 Rate (Indicator 1), 0.00%, Drop Out (Indicator 2 – 67%), Proficiency (Indicator 3 Reading Min and Math Min), Participation Math and Reading (Indicator 3) 87.7%,
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 20%, B. Higher Ed/Employed 66.67%– Met, C. Positively Engaged 100%).

Montgomery County School District (4900)
August 12 2015 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2015-2016
Grant H027A150108 and H173A150113

Areas that fell under N/R due to less than 10 student count:

- Graduation (Indicator 1), Statewide Assessment Met AMO (Indicator 3c), Students Suspended or Expelled for More Than 10 Days, Preschool Skills (Indicator 7a, 7b, 7c), (Indicator 12), C to B Referrals.

To address the above results indicators, Montgomery County School District will be conducting professional development, working closely with early childhood organizations in the state such as Head Start, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development.

Montgomery County 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 Montgomery County School District to address at least 7 out of the above 10 indicators as will be evidenced in several areas of the budget narrative.

Targeting reading will necessitate collaboration between all general education staff 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 intense interventions, after school tutorial programs, 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, Montgomery County School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.