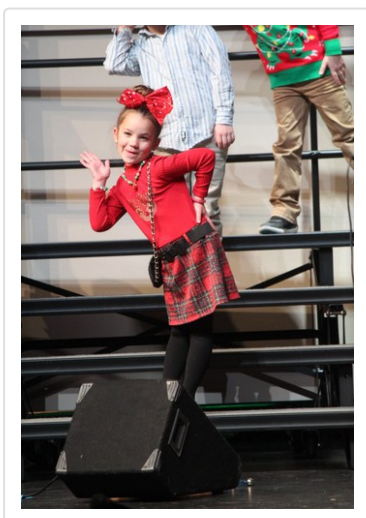


All Means All Newsletter

Pupil Services, Special Education & Curriculum

December, 2021



The District's Special Education Programming Meets State Requirements

The Individuals with Disabilities Education Act (IDEA) requires the Wisconsin Department of Public Instruction to determine annually if each district meets the requirements of IDEA Part B (how special education and related services are provided to school-aged children with disabilities).

School districts regularly submit data regarding performance indicators to the Department of Public Instruction. This data is then analyzed to determine compliance. We want to share that we report that the 2021 LEA Determinations were recently released and the Northland Pines School District **Meets Expectations**. This means that the Northland Pines School District is in compliance with IDEA Part B, and no action is required.

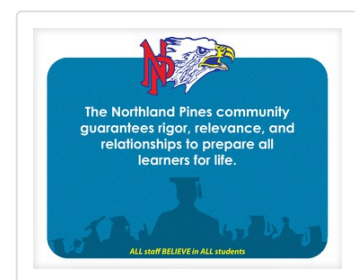
Although no formalized action is required, we recognize that importance of not only meeting expectations but ensuring optimal student outcomes. There are three areas noted for local improvement. These include increasing the participation rate for students with disabilities on state assessments, in both ELA (48th percentile) and math (48th percentile) as well as increasing proficiency specifically in the area of math (56th percentile). This will be supported through our District's Continuous Improvement Plan referenced below.

LINK TO OVERVIEW OF DISTRICT REPORT CARD

The document linked here provides an overview of the district report card and highlights celebrations along with considerations moving forward.



NPSD Also Meets Requirements and Accountability from Every Student Succeeds Act (ESSA)



Similar to the notifications and accountability in IDEA (listed above), the District is also held accountable through ESSA (Every Student Succeeds Act). The ESSA accountability system identifies and supports schools with very low overall performance and the lowest-performing student groups. This year, the state report cards now take the bottom 25th percent of students and analyze their growth over time. In short, this means the state keeps a close eye on students who are less proficient and classified in a “target group.”

At Northland Pines, our overall student achievement is the same or higher than 51.1% of districts in the state. Achievement in reading and math declined in 2021 from 2019 (the last time students took a standardized state assessment). Achievement measures how students performed on the state test the day they took it; it is looking at one day as a “snapshot.” Overall, proficiency of grade-level standards has slightly decreased across all grades 3-12.

Student growth is another category on the report card; this measures student growth over time (not just how students performed the day of the test, but how they are growing in proficiency over time through multiple tests; and measures). Specifically, the state looks at the bottom 25th percent of students to determine their progress. This links directly to the ESSA report described above. School districts whose “target group” does not show growth over time could be flagged in the ESSA report as “needing improvement.” Since NPSD students are showing growth in learning over time, no schools in the District were flagged under ESSA as “needing additional support.”

Although the student achievement at Northland Pines is decreasing (math and reading proficiency for all students), the target group is showing growth. The student growth measurement holds us accountable for ensuring students are learning, and it increases our score on the school and District report cards. Additionally, it **supports the necessity of the innovations within our Continuous Improvement Plan** (professional development on the implementation of UDL, including Special Education students in the universal teaching environment/co-teaching, Title I supporting universal planning, Responsive Classroom, PLC/collaboration, the curriculum work).

Overall all, students are showing growth over time, and our targeted students are progressing. It is essential to take this step back and realize our hard work will continue to impact student outcomes. Knowing our promise standards, ELTs, and grade level functional expectations and our students as unique learners will allow us to implement instructional practices that ensure ALL students are learning!

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