



# Fort Smith Public School District

DEPARTMENT OF SPECIAL EDUCATION

### Timeline: 2021-2030 (Alternative View)

Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Building Awareness  Statewide trainings	Planning Year  Schools are asked to make plans for moving forward. Any needed training should be provided.	6 <sup>th</sup> and lower	7 <sup>th</sup> and lower	8 <sup>th</sup> and lower	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway
		It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.			9 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> and 10 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders must have licensed content teachers	All high school students must have licensed content teachers

\*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.

Green indicates students working towards fulfilling the regular diploma requirements for graduation.

# Istation Reading Data

Grade	READING					
	% of K-5 Students Scoring PROFICIENT			% of K-5 Students Scoring IN NEED OF SUPPORT		
	Sept.	Jan.	Apr.	Sept.	Jan.	Apr.
Kindergarten	3%	8%	9%	97%	92%	91%
1st Grade	12%	13%	15%	88%	87%	85%
2nd Grade	13%	14%	15%	87%	86%	85%
3rd Grade	13%	9%	12%	87%	91%	88%
4th Grade	8%	13%	9%	92%	87%	91%
5th Grade	9%	9%	11%	91%	91%	89%

# Istation Math Data

	MATH					
	% of K-2 Students Scoring PROFICIENT			% of K-2 Students Scoring IN NEED OF SUPPORT		
Grade	Sept.	Jan.	Apr.	Sept.	Jan.	Apr.
Kindergarten	79%	66%	56%	21%	34%	44%
1st Grade	68%	58%	47%	32%	42%	53%
2nd Grade	86%	84%	84%	14%	16%	16%
3rd Grade	73%	81%	79%	27%	19%	21%
4th Grade	72%	83%	76%	28%	17%	24%
5th Grade	79%	83%	81%	21%	17%	19%

# Continuous Improvement

- ▶ Provide students with disabilities access to the general education classroom to the maximum extent possible
- ▶ Provide professional development to Special Education teachers in instructional strategies
- ▶ Include Special Education Teachers in professional learning communities in each building





“Able does not mean enabled.

Disabled does not mean less able.”

– Khang Kijarro Nguyen