

IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2016-17
Grant HA027A150108 and HA173A150113

The South Tippah 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, South Tippah School District did not meet nine (26.5%), met 18 (52.9%), seven (20.6%) were reported as N/A for the particular fields of data. 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 (Math) (Indicator 3B), suspensions and Expulsions (Indicator 4), LRE (Indicator 5), and Parental Involvement (Indicator 8).
- Disproportionality: Disproportionate Representation in Special Education And Specific Disability categories (Indicators 9 and 10),
- Child Find: Timely Initial Evaluations (Indicator 11);
- Effective Transition: Part C to B Transitions Timelines (Indicator 12), and Secondary Transition Goals (Indicator 13).
- Secondary Transition/Post-School Outcomes: Positively Engaged (Indicator 14C)

In order to sustain this performance, South Tippah School District will continue to provide professional development, offer technical assistance, and 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 30.50% (Indicator 1), Dropout Rates 11%

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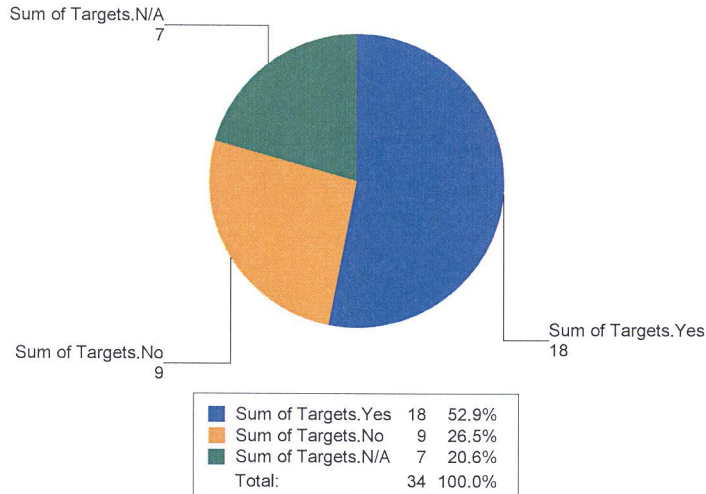
- (Indicator 2) , AMO Targets (Indicator 3A), Assessment Participation Rates Reading 94% (Indicator 3B), Assessment Performance (Indicator 3C – Reading 6.1%, Math 3.4%), Preschool Placement (Indicator 6B – 29.11%),
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed. 28.57%, B. Higher Ed./Employed 57.14%)

To address the above results indicators, South Tippah School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on childhood literacy and curriculum development. South Tippah School District will also work closely with and offer targeted and intensive assistance to the special education teachers in the area of reading. Reading is the main focus of the STSD for the next three to five years. The STSD has implemented a district and community initiative called Stand Together and Read for 20 Minutes a Day (STAR 20). This initiative is being promoted throughout our schools and our community with hopes of increasing the amount of time children read, and thus promoting a love for literacy that will support an increase in the reading skills of children. The STSD has received a grant for the SSIP Literacy Coach through the Mississippi Department of Education beginning the 2016-2017 school year. This will help address the reading outcome indicators. 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. Possible improvement strategies include utilization of the SSIP literacy coach, 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, STSD plans to see improvements in reading and math scores in the short-term and improvement of student outcomes in the long-term.

South Tippah will partner and work closely with the Department of Vocational Rehabilitation in an effort to improve post-school outcomes for students who have disabilities.

**SPP/APR District Performance Report
FFY 2014 (School Year 2014-2015)**

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There are a total of 34 targets that represent each data point measured by the 14 Indicators described below in the Reference Tool. These targets and data points are used by the LEA and SEA to measure compliance and performance and analyzed as part of the LEA's Annual IDEA Part B Project Application.

Not Applicable Targets - targets for which the student population did not meet the required minimum size for statistical analysis or there were no data.

SPP/APR Indicator Reference Tool

- 1. Graduation** - Percent of youth with IEPs graduating with regular diploma
- 2. Dropout** - Percent of youth with IEPs dropping out
- 3. Statewide Assessment** - Participation and performance
 - A. Met Annual Measurable Objective (AMO) - District Met AMO for disability subgroup
 - B. Participation - Participation rate for students with IEPs
 - C. Performance - Proficiency for students with IEPs
- 4. Suspension/Expulsion** - Suspension/Expulsion rates
 - A. District has a significant discrepancy in the rate of suspensions/expulsions greater than 10 days for children with IEPs (Special education rate no more than 2% above regular education rate)
 - B. (a.) District has a significant discrepancy by race or ethnicity in the rate of suspensions/expulsions greater than 10 days for children with IEPs and
 - (b.) Policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards
- 5. Least Restrictive Environment (LRE) Placement** - Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
 - A. Inside the regular class 80% or more of the day
 - B. Inside the regular class less than 40% of the day
 - C. In separate schools, residential facilities, or homebound/hospital placements

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SPP/APR Indicator Reference Tool

- 6. Preschool Settings** - Percent of preschool children with IEPs in settings with typically developing peers
- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - B. Separate special education class, separate school or residential facility
- 7. Preschool Skills** - Percent of preschool children with improvement in three Outcome Areas: (A) positive social-emotional skills; (B) acquisition and use of knowledge and skills; and (C) use of appropriate behaviors (Battelle Developmental Inventory)
- Summary Statement 1 (SS1): Of those preschool children who entered or exited the preschool program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
 - Summary Statement 2 (SS2): The percent of preschool children who were functioning within age expectations in the Outcome Area by the time they turned 6 years of age or exited the program
- 8. Parent Involvement** - Percent of parents with child receiving SPED services who report schools facilitated parent involvement
- 9. Disproportionate Representation in Special Education** - Percent of districts with disproportionality due to inappropriate identification
- 10. Disproportionate Representation in Specific Disability Categories** - Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification
- 11. Child Find** - Percent of children determined eligible within 60 days
- 12. Part C to B Transition** - Percent of children with IEP by 3rd birthday (Timely evaluations to ensure students being served in Part C First Steps have an IEP on or before their 3rd birthday)
- 13. Secondary Transition with IEP Goals** - Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services (Verified by on-site visits)
- 14. Secondary Transition/Post-School Outcomes-Competitive Employment, Enrolled in School** - Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school
- A: Enrolled in higher education within one year of leaving high school
 - B: Enrolled in higher education or competitively employed within one year of leaving high school
 - C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

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Free Appropriate Public Education in the Least Restrictive Environment

| | | | | | | | | |
|---|---|------------|---|-------------|-------------|--|----------------|--|
| Indicator 1 Graduation * | | | Indicator 3 Statewide Assessment | | | Met AMO: | N/A | |
| Target | Actual | Met Target | Participation | | | Proficiency | | |
| 77% | 30.50% | NO | | | | | | |
| Indicator 2 Dropout * | | | Reading | Target | Actual | Met Target | Target | |
| Target | Actual | Met Target | Math | 95% | 94% | NO | 55% | |
| 10.00% | 11.00% | No | | 95% | 95% | YES | 6.1% | |
| Indicator 4 Suspensions/Expulsions * | | | Indicator 5 LRE Placement | | | | | |
| 4a | Special Ed: | 0.00% | Reg Ed: | 0.00% | Met Target: | YES | Target | |
| 4b | Rate Difference Special Ed/Reg Ed by Race | | | Met Target: | | | Actual | |
| AS: | 0.00 | B: | 0.00 | H: | 0.00 | NA: | 0.00 | |
| W: | 0.00 | PI: | 0.00 | TM: | 0.00 | | | |
| | | | | | | 5a | 59.77% or more | |
| | | | | | | 5b | 15.48% or less | |
| | | | | | | 5c | 2.18% or less | |
| | | | | | | | 79.63% | |
| | | | | | | | 6.09% | |
| | | | | | | | 0.70% | |
| | | | | | | | Yes | |
| | | | | | | | Yes | |
| | | | | | | | Yes | |
| Indicator 7 Preschool Skills | | | Summary Statements | | | | | |
| Outcome Area | | | SS1: Increased rate of growth | | | SS2: Functioning within age expectations | | |
| A. Positive social-emotional skills | | | Target | Actual | Met Target | Target | Actual | |
| B. Acquisition and use of knowledge and skills | | | 58% | | N/A | 83% | N/A | |
| C. Use of appropriate behaviors to meet their needs | | | 64% | | N/A | 75% | N/A | |
| | | | 43% | | N/A | 73% | N/A | |
| Indicator 6 Preschool Placement | | | Indicator 8 Parent Involvement | | | | | |
| Target | Actual | Met Target | Target | | | Actual | | |
| 6a | >=64.85% | 63.51% | 79.46% or more | | | 91.87% | | |
| 6b | <=14.97% | 25.68% | | | | Yes | | |
| | No | No | | | | | | |

Disproportionality

| | | | | | | | |
|---|-------------------------|--|------------|------------|------------|-----------|-----------|
| Indicator 9 Disproportionate Representation in Special Education | | Indicator 10 Disproportionate Representation in Specific Disability Categories (ARR = Alternate Risk Ratio) | | | | | |
| Race/ Ethnicity | Alternate Risk Ratio | SLD ARR | EmD ARR | L/S ARR | OHI ARR | AU ARR | ID ARR |
| AS | | | | | | | |
| B | 1.82 | 2.79 | | | 2.06 | | |
| H | 0.54 | | | | | | |
| NA | | | | | | | |
| W | 1.31 | 1.42 | 1.24 | 1.60 | 1.44 | 1.37 | 0.67 |
| PI | | | | | | | |
| TM | 1.05 | | | | | | |
| Compliant? | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

Child Find

| | | |
|--------------------------------|---------|------------|
| Indicator 11 Child Find | | |
| Target | Actual | Met Target |
| 100% | 100.00% | YES |

Effective Transition

| | | | | | | | | |
|--|---------|------------|---|---------|------------|---|--------|---------|
| Indicator 12 Part C to B Transition | | | Indicator 13 Secondary Transition with IEP Goals | | | Indicator 14 Secondary Transition/Post-School Outcomes * | | |
| Target | Actual | Met Target | Target | Actual | Met Target | | Target | Actual |
| 100% | 100.00% | Yes | 100% | 100.00% | Yes | | 34% | 28.57% |
| | | | | | | A - Higher Ed | 71% | 57.14% |
| | | | | | | B - Higher Ed/Employed | 88% | 100.00% |
| | | | | | | C - Positively Engaged | | |
| | | | | | | | | No |
| | | | | | | | | No |
| | | | | | | | | Yes |

* Indicator data lags a year and is based on SY 2013-2014 data

NR or Blank - Less than the minimum number of students or no results reported