

June 27, 2016 IDEA Part B and Preschool Application  
Executive Summary and Data Review  
SY 2016-2017

Grant: H027A160108 CFDA: 84.027A; H173A160113 CFDA: 84.173A

The Amite County School District (ACSD) has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in July 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, ACSD did not meet thirteen (38.2%), met 17 (50.0%), and four (11.8%) 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 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 for ELA), Suspension and Expulsion Indicator 4a and 4b (except for black subgroup), LRE (Indicator 5C), and Preschool LRE (Indicator 6).
- 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), Secondary Transition Goals (Indicator 13), and Secondary Transition/Post School Outcomes (Indicator 14b and 14c)

In order to sustain this performance, ACSD 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 such as FAPE Review documentation. 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/LRE/Transition targets):

- FAPE in the LRE: Graduation Rates (Indicator 1 – NR), Assessment Participation (Indicator 3B for Math); Assessment Performance (Indicator 3C – Reading 9.2% and Math 6.7%), Indicator 4b for the black subgroup at 2.6% differential. LRE placement for regular class at 56.63%, which is 3.34% below the target for Indicator 5a, and LRE placement for self-contained at 15.82%, which is 0.34% over the target for Indicator 5b. Preschool Outcomes Indicator 7A – Positive Social Emotional Skills who substantially grew for Statement 1 was 0%; Statement 2 was 50%. Preschool Skills Indicator 7B Statement 1 was 50%; Statement 2 was 50%. Preschool Skills Indicator 7C Statement 1 was 0%; Statement 2 was 50%. Parental Involvement (Indicator 8) was 79.05, which was 0.41% below the target. Secondary Transition/Post School Outcomes (14A) was 33.33%, which was 0.67% below target.

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To address the above results indicators, ACSD will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the ACSD Curriculum and Instruction office for early childhood literacy development. ACSD also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the areas of reading and math.

Reading and math will be the main focus for the next several years for ACSD to address the above indicators as will be evidenced in several areas of the budget narrative. Targeting these skill areas will necessitate collaboration between all general education personnel and offices and the special education personnel to identify evidence-based, coherent improvement strategies to improve results for children with disabilities.

The improvement strategies will be chosen to meet the students' abilities and will be implemented with fidelity and scaled-up within the district. Possible improvement strategies include utilization of literacy coaches, joint trainings for general and special education teachers, and development and/or distribution of tools for improvement.

Parental involvement activities will be incorporated to help ensure parents are informed to help make sound educational decisions for their children. Parent outreach activities will be coordinated with the Early Steps Coordinator and the Parent Center Coordinators at each school.

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