

IDEA Part B and PreSchool Application
Executive Summary and Data Review
Pearl Public School District (6120)
SY 2015-2016
Grant# H027A150108 and HA# H173A150113

Pearl Public School District (PPSD) has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2013 as published in July 2015 (see attached SPP/APR District Performance Report, FFY 2013 (School Year 2013-2014)). Upon a careful review of the published data, areas of success and areas of need in the various results and compliance indicators have been identified.

Of the 34 pieces of data publicly reported, PPCSD did not meet 8 (23.5%), but did meet 26 (76.5%) indicators. 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: Dropout Rates (Indicator 2), Assessment Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6a) and Parental Involvement (Indicator 8);
- Disproportionality: Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transitions Timelines (Indicator 12) and Secondary Transition Goals (Indicator 13)..

In order to sustain this performance, PPCSD will continue to provide professional development in areas such as: reading instruction, Common Core State Standards, standards-based IEP development, assistive technology and support services for students with disabilities. PPCSD will continue to monitor student data to ensure effective instructional practices and accurate data reporting. 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 Rates (Indicator 1 – 40.4%), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 19.6% and Math 37.2%), Preschool Placement (Indicator 6B – 16.05%); and
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 28.6%, B. Higher Ed/Employed – 66.7%, C. Positively Engaged – 66.7%).

To address the above results indicators, PPCSD will continue a dropout prevention plan which encourages student attendance, promotes awareness of the benefit of a high

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school diploma and encourages school involvement. In addition, PPSD will provide training and support to the Secondary Transition Coordinator to facilitate positive post-secondary outcomes for students with disabilities. In addition, PPSD will partner with Hinds Community College to offer vocational classes and continue to offer a career pathways option as another way for students with disabilities to earn a traditional high school diploma. Support services are provided in inclusion settings in regular education classes for students with disabilities. PPSD will provide professional development in the areas of reading and math instruction and remediation. In addition, PPSD will provide professional development in data analysis as it relates to lesson development to address reading and mathematics skill gaps. Skill practice and remediation software programs will be used for grades K-8 to remediate math and reading skills for students with IEPs. Identifying and remediating skill deficits in math and reading will be the focus for the next three to five years for PPSD to address six of the nine indicators. PPSD will continue to provide professional development and technical assistance to special education teachers in the area of standards-based IEP development in order to facilitate student achievement of state grade-level academic standards, improve proficiency on statewide assessments in reading and math, increase the number of students with disabilities graduating with a high school diploma and foster positive post-secondary outcomes.

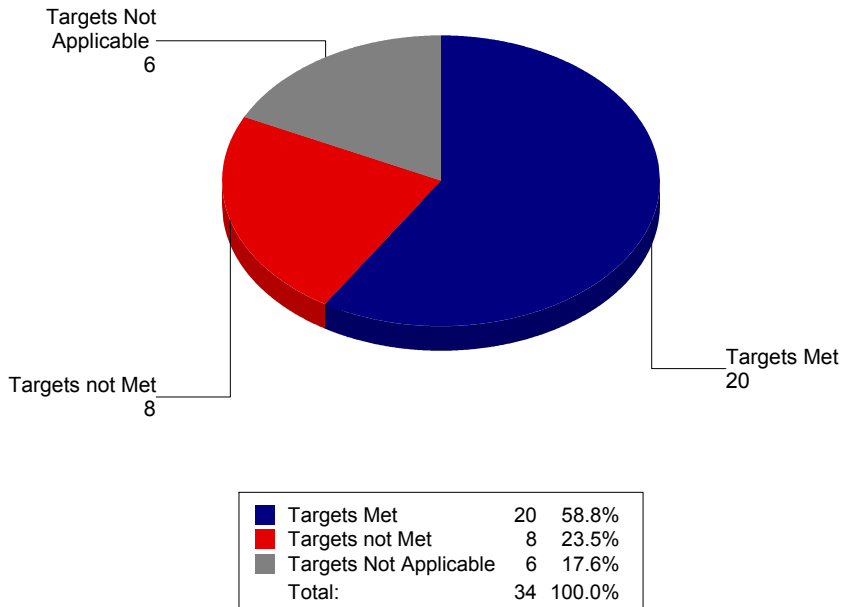
Early childhood interventions (including language/speech therapy) will be offered to preschool children with disabilities consisting of the use of assistive technology and consultative and staff services for behavior management. Preschool students will be screened upon entrance and again upon exit using the BDI-2. PPSD will provide training and support to preschool teachers to enhance preschool programs and to broaden the continuum of placement opportunities for students with disabilities.

SPP/APR District Performance Report

FFY 2013 (School Year 2013-2014)

6120

PEARL PUBLIC SCHOOL DIST



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

SPP/APR District Performance Report
FFY 2013 (School Year 2013-2014)

6120

PEARL PUBLIC SCHOOL DIST

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

SPP/APR District Performance Report

FFY 2013 (School Year 2013-2014)

6120

PEARL PUBLIC SCHOOL DIST

Free Appropriate Public Education in the Least Restrictive Environment

Indicator 1 Graduation *

Target	Actual	Met Target
71%	40.40%	No

Indicator 2 Dropout *

Target	Actual	Met Target
10%	5.00%	Yes

Indicator 3 Statewide Assessment

Met AMO: No

	Participation			Proficiency		
	Target	Actual	Met Target	Target	Actual	Met Target
Reading	95%	99%	Yes	50%	19.6%	No
Math	95%	99%	Yes	54%	37.2%	No

Indicator 4 Suspensions/Expulsions *

4a	Special Ed:	0.53%	Reg Ed:	0.22%	Met Target:	Yes
4b	Rate Difference Special Ed/Reg Ed by Race				Met Target:	Yes
	AS:	0.00	B:	0.00	H:	0.00
	NA:		W:	0.00	PI:	TM:

Indicator 5 LRE Placement

	Target	Actual	Met Target
5a	59.40% or more	73.96%	Yes
5b	15.98% or less	6.57%	Yes
5c	Less than previous year	1.70%	Yes

Indicator 7 Preschool Skills

Summary Statements

Outcome Area	SS1: Increased rate of growth			SS2: Functioning within age expectations		
	Target	Actual	Met Target	Target	Actual	Met Target
A. Positive social-emotional skills	50%		N/A	83%		N/A
B. Acquisition and use of knowledge and skills	52%		N/A	71%		N/A
C. Use of appropriate behaviors to meet their needs	41%		N/A	79%		N/A

Indicator 6 Preschool Placement

	Target	Actual	Met Target
6a	N/A	81.48%	Yes
6b	N/A	16.05%	No

Indicator 8 Parent Involvement

Target	Actual	Met Target
77.96% or more	68.90%	Yes

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	0.79	0.88			0.54		2.74
H	0.48						
NA							
W	1.00	0.77	1.19	1.45	0.70	2.90	0.73
PI							
TM							
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

Target	Actual	Met Target
100%	100.00%	Yes

Indicator 13 Secondary Transition with IEP Goals

Target	Actual	Met Target
100%	100.00%	Yes

Indicator 14 Secondary Transition/Post-School Outcomes *

	Target	Actual	Met Target
A - Higher Ed	32%	28.57%	No
B - Higher Ed/Employed	69%	66.67%	No
C - Positively Engaged	86%	66.67%	No

* Indicator data lags a year and is based on SY 2012-2013 data

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