

IDEA Part B and Preschool Application

Executive Summary and Data Review

June 16, 2014

SY 2014-2015

Grant H027A140108 and H173A140113

The North Tippah School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2012 as published in May 2014 (see attached SPP/APR District Performance Report, FFY 2012, school year 2012-13). 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, North Tippah School District did not meet 4 (11.8%), met 21 (61.8%), and 9 (26.5%) 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 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 3), Suspensions and Expulsions (indicator 4a and 4b), LRE (indicator 5a, b, and c), Preschool Placement (indicator 6), Parent Involvement (indicator 8)

- Disproportionate Representation in Special Education (indicator 9) and Specific Disability categories (indicator 10).

- Effective Transition: Secondary transition goals (indicator 13), and Secondary Transition/Post-school Outcomes (indicator 14)

In order to sustain this performance, North Tippah 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. 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 – 37.6%), AMO targets (indicator 3), Assessment Performance (indicator 3c Proficiency in Reading 11.21% and Math 24.04%)

To address the above results indicators, North Tippah will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the Office of Curriculum and Instruction on early childhood literacy and curriculum development. North Tippah also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading. Reading will be the main focus for the next three to five years for North Tippah to address at least three of the above 4

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indicators as will be evidenced in several areas of the budget narrative. 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. The improvement strategies will be chosen on their ability to be implemented with fidelity and scaled-up within the district. Possible improvement strategies include utilization of literacy coaches, 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, North Tippah plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.