

Copiah County School District
IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2015-2016
GRANT H027A150108 and GRANT H173A150113

The Copiah County School District 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 have been identified of success and areas of need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, the Copiah County School District met 19 indicators (55.88%), did not meet 6 indicators (17.65%), 3 indicators (8.82%) were reported as not applicable due to the small size (less than 10) of the population in this particular data field and 6 indicators pertaining to preschool assessment (17.65%) are non-applicable due to baseline being reset for FFY 2013. 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 Reading and Math), Suspensions and Expulsions (Indicator 4a and 4b), LRE Placement (Indicator 5A, 5B, and 5C), Preschool LRE (Indicator 6A and 6B), and Parental Involvement (Indicator 8); and
- **Disproportionality:** Disproportionate Representation in Special Education and Specific Disability Categories (Indicator 9 and 10 for SLD, L/S, OHI, and ID); and
- **Child Find:** Timely Initial Evaluations (Indicator 11); and
- **Effective Transition:** Part C to B Transitions Timelines (Indicator 12) and Secondary Transition IEP Goals (Indicator 13).

In order to sustain this performance, the Copiah County School District 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:** AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C- Reading performance was 26.1% with target of 50% and Math performance was 31.9% with target of 54%); and
- **Effective Transition:** Post-School Outcomes (Indicator 14A- Higher Education with results of 7.14% with target of 32%, Indicator 14B – Higher Ed/Employed with results of 35.71% with target of 69% and 14C – Positively Engaged with results of 78.57% with target of 86).

To address the above results indicators, the Copiah County School District will continue to conduct professional development to offer targeted and intensive technical assistance to the special education teachers in the areas of reading and math. Reading will be the main focus for the next three to five years for the Copiah County School District to address the performance indicators for reading and math as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between general education 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 be a major focus within the district. Possible improvement strategies include utilization of professional development for teachers of general education and special education, utilizing scientifically based curriculum to target students' weaknesses and development and/or distribution of tools for improvement. AMO and performance outcome improvement in reading and math will positively influence transition goals so that students have the option of graduating with a standard high school diploma which will enable them to pursue opportunities in higher education and competitive employment.

By focusing the district's efforts and fiscal resources on these improvement strategies, the Copiah County School District will work towards increasing reading and math scores to improve student outcome results and transition goals.