

July 29, 14 IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2015 - 2016
Grant H027A140108 and H173A140113

The Laurel School District (3420) 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 – 2013)). 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, Laurel School District (3420) did not meet 10 (29.4%), met 20 (58.8%) and 4 (11.8%) reported as NR or Blank. The indicators were viewed 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 LRE: Dropout (Indicator 2), Assessment Participation Rates (Indicator 3B), Suspension/Expulsions (Indicator 4), LRE (Indicator 5C), Preschool Placement (Indicator 6B) and Parental Involvement (Indicator 8).
- Disproportionality: Disproportionate Representation in Special Education (Indicator 9) and Disproportionate Representation in Specific Disability Categories (Indicator 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 comparing the FFY2012 to the FFY2013 SPP/APR data to sustain this performance, Laurel School District (3420) will continue to provide professional development to offer technical assistance, to continue the general supervision responsibilities outlined in IDEA 2004 including, but not limited to, internal self-monitoring activities, data reviews and an internal review of activities as outlined in the budget narrative.

Areas of need (defined as not met the targets indicated in the SPP) include both Compliance and results indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1 – 71%), Assessment Performance Not Met: AMO (Indicator 3A – No), (Indicator 3C – Reading 10% and Math 25.6%), LRE Placement (Indicator 5A – 50.4%, Indicator 5B – 16.4%, Preschool Outcomes and Preschool Placement (Indicator 6A – 55.93%).
- Effective Transition: Secondary Transition/Post-School Outcomes (Indicator A – Higher Ed 11.11% and Indicator 14B – 55.56%, Higher Ed/Employed 77.78%).

To address the above results indicators, Laurel School District will continue to utilize allocated funds to assist special education teachers who service diploma tracked students with disabilities, work with the attendance officer to address truancy, utilize case managers to track and monitor students who are not progressing toward IEP goals, and work closely with the District Office of Curriculum and Instruction to provide professional development on early childhood literacy and curriculum development for special education and general curriculum teachers on appropriate service models for students with disabilities.

Laurel School District (3420) also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading, language arts, and math. We will continue our partnership with early childhood organizations, MS Department of Health, and Vo-Rehab to ensure students with disabilities are provided appropriate services. We will ensure that employees who input data on students with disabilities are trained to code placement in the Less Restrictive Environment. The social worker will collaborate with schools to assist students and parents.

Laurel School district will utilize the transition specialist to ensure that all students with disabilities above 16 years of age are being provided appropriate transition services. The transition specialist will contact Mississippi community colleges and universities to find out about the type of programs that are available to students with disabilities who may not meet regular admissions. The transition specialist will also track the status of graduates through phone calls and letters for two years post-graduation. By focusing on district efforts and fiscal resources (both state and federal) on these improvement strategies, Laurel School District (3240) plans to see an improvement in students' scores in reading and math and an increase in the graduation rate thus, decreasing the dropout rate.