

July 1, 2014 IDEA Part B and Preschool Application

Executive Summary and Data Review

SY 2014-2015

Grant Year 2014

FUND 2610 FEDERAL AWARD #: H027A140108 CFDA #:84.027A

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DeSoto County Schools has reviewed the performance captured on the State Performance Plan/Annual Performance Report (SPP/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 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, DeSoto County Schools did not meet 11 (32.4%) and met 23 (67.6%) of the indicators. The indicators were reviewed in the four areas as required by IDEA: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for indicators 1 thru 8; Disproportionality for Indicators 9 and 10: Child Find for Indicator 11; and Effective Transition for indicators 12 thru 14.

Areas of success include both compliance and results indicators:

- FAPE in the LRE: Indicator 2 (Dropout Rates) , Indicator 3b (Assessment Participation Rates) Indicator 3b (Assessment Proficiency in Math), Indicator 4a and 4b (Suspensions and Expulsions), Indicator 5a and 5b (LRE Placement), Indicator 6 (Preschool Placement), Indicator 8 (Parent Involvement).
- Disproportionate Representation: Indicators 9 and 10 (Special Education and Specific Disability Categories).
- Child Find: Indicator 11 (Timely Initial Evaluations); and
- Effective Transition: Indicator 12 (Part C to B transition timelines), and Indicator 13 (Secondary Transition Goals), Indicator 14a and 14b (Secondary Transition/Post-School Outcomes)

In order to sustain this performance, DeSoto County Schools will continue to provide professional development, technical assistance, and general supervision of responsibilities as outlined in IDEA 2004 to include data reviews and internal self-monitoring activities. Specific activities will be outline in the budget narrative.

Areas of need include both compliance and results indicators:

- FAPE in the LRE: Indicator 1 (Graduation Rates – 41.70%) , Indicator 3a (AMO Targets), Indicator 3c Reading (Assessment Performance – Reading 36.52%), Indicator 5c (LRE Placement – less than previous year), Indicator 7 (Pre-school Skills – SS1 and SS2); and
- Effective Transition: Indicator 14c (positively engaged – 81.56%)

To address the areas of need in the indicators listed above, DeSoto County Schools will conduct professional development, partner with early childhood organizations, partnership with HeadStart, as well as working closely with the Office of Curriculum and Instruction on early childhood literacy. DeSoto County Schools will also work closely with special education and general education teachers in the areas of reading and behavior by offering technical assistance and training. Reading and Behavior Management will be the focus for the next three to five years for the district to address four of the five indicators as evidenced in numerous areas of the budget narrative. Collaboration between general education and special education will be a necessity to target Reading and Behavior Management Evidenced based, coherent strategies and practices will be valuable in improving results for children with disabilities based on the ability to carry out the practices/strategies with fidelity. Probable improvement strategies/practices include literacy coaches, behavior coaches, joint trainings for teachers of general education and special education, and development or purchase of tools for improvement.

By focusing district efforts and fiscal resources (both state and federal) on the outlined improvement strategies, DeSoto County Schools plans to see improvement in Reading and Behavior Managements data in the short-term and improvement of student outcomes in the long-term.