

IDEA Part B and Pre-School Application
Executive Summary and Data Review
SY 2016-2017
Grant HA027A160108 and HA173A160113

The North Panola School District (5411) has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in August 2016 (see attached SPP/APR District Performance Report, FFY 2014 (School Year 2014-2015)). 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 Panola School District (5411) did not meet 8 (approximately 23.5%), met 19 (approximately 55.9%), and seven (approximately 20.6%) was reported as not applicable due to the small size (less than 10) of the population or due to new baselines being established in the particular data field. 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, 2, 3, 4, 5, 6, 7, and 8; Disproportionality for indicators 9 and 10; Child Find 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 and LRE: Suspensions/Expulsions (Indicator 4a and 4b), LRE Placement (Indicator 5b), Preschool Placement (Indicator 6a and 6b), and Parent Involvement (Indicator 8)
- Disproportionality: Disproportionate Representation in Special Education and Specific Disability Categories (Indicators 9 and 10)
- Child Find: Timely Initial Evaluations (Indicator 11)
- Effective Transition: Part C to B Transition Timelines (Indicator 12), Secondary Transition with IEP Goals (Indicator 13) and Secondary Transition Goals (Indicator 14a-71.43%, 14b-85.71%, and 14c-100%)

In order to sustain this performance, the North Panola School District (5411) 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 and LRE: Graduation Rates (Indicator 1-9.1%), Dropout Rates (Indicator 2 - 18%), AMO Targets (Indicator 3a), Assessment Performance (Indicator 3c - Reading 7.4% and Math 6.7%), LRE Placement (Indicator 5a - 52.49%, 5c 2.33%)

To address the above results indicators, the North Panola School District (5411) will continue to conduct professional development, partner with and work closely with the District Office of Curriculum and Instruction on literacy, math, and other curriculum developments. The District will also work closely with and offer targeted and intensive technical assistance to the special and regular education teachers and interventionists to assist with progress monitoring and creating strategies to increase student achievement.

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Reading and math will be a primary focus for the next three to five years for the North Panola School District (5411) to address at least seven of the above nine indicators. Targeting reading and math will require 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 and academic coaches; joint training for teachers of general education and special education, intervention blocks, scientifically researched based reading programs that address the five components of reading, prescriptive computer based programs, progress monitoring and universal screeners.

The remaining two indicators will be addressed through monitoring students in order to assist them to maintain success in the least restrictive environment, enrollment in vocational education classes to increase career readiness skills, utilization of the Individualized Career and Academic Plans (ICAPs), incorporating transitional activities that includes parents and students, and providing referrals to post secondary agencies to assist in transition activities.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, the North Panola school District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.