

**IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2014-2015
Grant H027A140108 and H173A140113**

The Philadelphia Public School District (PPSD) as reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Review (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 of success and areas of need have been identified in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, Philadelphia Public School District did not meet 9 (26.47%), met 21 (61.76%), and 4 (11.76%) 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 3B); Suspensions and Expulsion Rates (Indicator 4); Inclusive LRE Placement (Indicator 5a); Preschool LRE (Indicator 6); Increased Rate of Growth in the Preschool Positive Social-Emotional Skills (Indicator SS1 7a), Acquisition and Use of Knowledge and Skills (Indicator SS1 7b), and Use of Appropriate Behaviors to Meet Their Needs (Indicator SS1 7c); Preschoolers Functioning within Age Expectations in Positive Social-Emotional Skills (Indicator SS2 7a) and Acquisition and Use of Knowledge and Skills (Indicator SS2 7b); and Parental 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) and Secondary Transition Goals (Indicator 13)

In order to sustain this performance, Philadelphia Public School District will continue to provide professional development, to offer 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 22.81% and Math 24.14%), Decrease of Self-Contained LRE (Indicator 5b - 21.70%) and Hospital, Separate Schools or Homebound LRE (Indicator 5c - 2.83%), and Preschoolers Functioning Within Age Expectations in the Use of Appropriate Behaviors to Meet Their Needs (Indicator SS2 7c - 73.00%)
- Effective Transition: Post-School Outcomes (Indicator 14 - A. Higher Ed 0%, B. 60.00%, C. Positively Engaged 80.00%)

To address the above results indicators, Philadelphia Public School District will be conducting professional development and working closely with the PPSD Office of Curriculum and Instruction on instructing students in the areas of reading and mathematics within the Common Core standards and successfully scaffolding and differentiating instruction in an inclusive setting

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to promote a greater achievement in the areas of both reading and math and to encourage the inclusion of students with disabilities in the general education setting. Additionally, PPSD will ensure that a full spectrum of services are offered effectively and will increase cooperation and collaboration with the local mental health agencies to ensure that the percentage of students served in self-contained classrooms and/or separate school settings does not increase and will attempt to decrease the percentage of students not included in the general education setting for more than 40% of the school day. PPSD will also conduct professional development with an emphasis of early childhood curriculum, specifically that pertaining to self-help skills and adaptability. Collaboration and cooperation with local and state early childhood agencies will be promoted and fostered. PPSD will collaborate with the Mississippi Department of Rehabilitative Services and state universities and community colleges to foster relationships and educate staff and students of the expectations and requirements for gaining admission to post-secondary education and employment. Transition plans will include agency collaboration to reach the stated goals. Additionally, a classroom will be set up to promote daily living skills and employment skills with subsequent professional development to ensure proper implementation and use of the equipment, materials, and supplies.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Philadelphia Public School District plans to see improvement in reading, math, and adaptive performance in the short-term and improvement of student outcomes in the long-term.