

July 15, 2016  
IDEA Part B and Preschool Application  
Executive Summary and Data Review  
SY2016-17  
Webster County School District – 7800  
Grant HA027A160108 and HA173A160113

The Webster County School District (7800) has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in July 2016 (see attached SPP/APR District Performance Report FFY 2014, School year 2014-15). Upon a careful review of the published data, areas have been identified related to need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, the Webster County School District did not meet 12 (35.3%), met 18 (52.9%) and 4 (11.8%) were 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 Rate (Indicators 3B), Suspensions and Expulsions (Indicator 4A and 4B), LRE Placement (Indicators 5a, 5b, 5c), Preschool LRE (Indicator 6b), 3-5 year old showing growth in behavior (Indicator 7c-1) and Parental Involvement (Indicator 8);
- Disproportionate Representation in special Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transition Timeline (Indicator 12 was not reported), Secondary Transition Goals (Indicator 13).

In order to sustain this performance, the Webster 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: Graduation Rates (Indicator 1 – 41%), Assessment Performance (Indicator 3c – Math proficiency – 22.8% and Language Arts at 29%), Rates of suspension and expulsion (4b did

not meet the goal for black students at 3.64% compared to the district at 0.48%), Percent of IEP students (3-5) served in Regular Early Childhood Program (6A 46.80851% for the district), 3-5 year olds who show improvement (Indicator 7A1 growth of social emotional skills 0 reported and 7a-2 age level language/communication skills 50%; 7B-1 acquisition and use of knowledge and skills increased growth 50%; 7B-2Acquisition and use of knowledge and skills functioning within age expectations 50%; 7 c-2 age level in behavior 50%)

- Effective Transition: Post School Outcomes (Indicator 14a – higher education 22.222%, 14b – enrolled in higher education or competitively employed within one year of leaving high school at 44.4% and 14-c Positively Engaged 77.77%)

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To address the above results indicators, the Webster County School District will be conducting professional development, partnering with the Department of Rehabilitation Services (DRS) and local businesses to improve transition and post graduation outcomes; and working closely with building level principals and the curriculum coordinator on early childhood literacy (including LETRS training, literacy coaches and interventions) and curriculum development.

The Webster County School District will work closely with teachers and offer targeted technical assistance to the special education teachers and general education teachers in the areas of reading and transition. Targeting these three (3) indicators will necessitate collaboration between all general education administrators and special education administrators to identify evidenced based strategies to improve the overall quality of the education of students with disabilities. Possible improvement strategies include joint trainings for teachers: intervention strategies in reading including LETRS implementation and transition plans. Addressing these three (3) indicators will also be evidenced in the budget narrative.

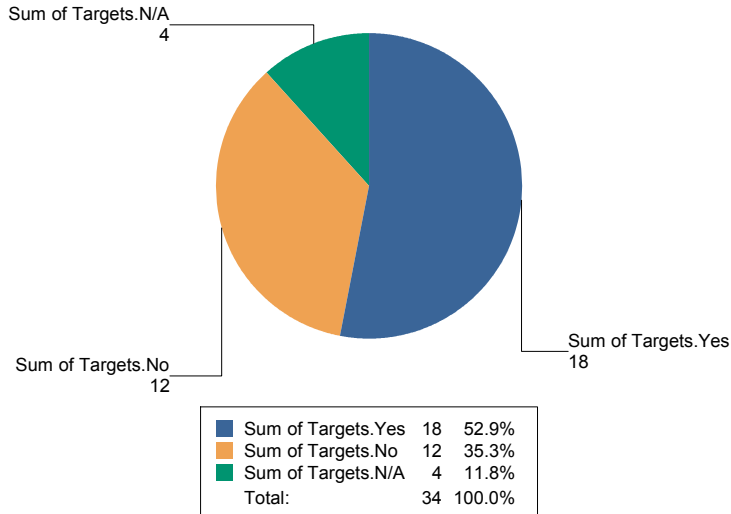
By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, the Webster County School District plans to see improvement in the quality of education provided to students with disabilities as will be indicated in student outcomes for assessment and transition as reported for the 2016-17 school year.

# SPP/APR District Performance Report

## FFY 2014 (School Year 2014-2015)

7800

WEBSTER CO SCHOOL DIST



There are a total of 34 targets that represent each data point measured by the 14 Indicators described below in the Reference Tool. These targets and data points are used by the LEA and SEA to measure compliance and performance and analyzed as part of the LEA's Annual IDEA Part B Project Application.

**Not Applicable Targets** - targets for which the student population did not meet the required minimum size for statistical analysis or there were no data.

### SPP/APR Indicator Reference Tool

1. **Graduation** - Percent of youth with IEPs graduating with regular diploma
2. **Dropout** - Percent of youth with IEPs dropping out
3. **Statewide Assessment** - Participation and performance
  - A. Met Annual Measurable Objective (AMO) - District Met AMO for disability subgroup
  - B. Participation - Participation rate for students with IEPs
  - C. Performance - Proficiency for students with IEPs
4. **Suspension/Expulsion** - Suspension/Expulsion rates
  - A. District has a significant discrepancy in the rate of suspensions/expulsions greater than 10 days for children with IEPs (Special education rate no more than 2% above regular education rate)
  - B. (a.) District has a significant discrepancy by race or ethnicity in the rate of suspensions/expulsions greater than 10 days for children with IEPs and
    - (b.) Policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards
5. **Least Restrictive Environment (LRE) Placement** - Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
  - A. Inside the regular class 80% or more of the day
  - B. Inside the regular class less than 40% of the day
  - C. In separate schools, residential facilities, or homebound/hospital placements

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## SPP/APR Indicator Reference Tool

- 6. Preschool Settings** - Percent of preschool children with IEPs in settings with typically developing peers
  - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
  - B. Separate special education class, separate school or residential facility
- 7. Preschool Skills** - Percent of preschool children with improvement in three Outcome Areas: (A) positive social-emotional skills; (B) acquisition and use of knowledge and skills; and (C) use of appropriate behaviors (Battelle Developmental Inventory)
  - Summary Statement 1 (SS1): Of those preschool children who entered or exited the preschool program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
  - Summary Statement 2 (SS2): The percent of preschool children who were functioning within age expectations in the Outcome Area by the time they turned 6 years of age or exited the program
- 8. Parent Involvement** - Percent of parents with child receiving SPED services who report schools facilitated parent involvement
- 9. Disproportionate Representation in Special Education** - Percent of districts with disproportionality due to inappropriate identification
- 10. Disproportionate Representation in Specific Disability Categories** - Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification
- 11. Child Find** - Percent of children determined eligible within 60 days
- 12. Part C to B Transition** - Percent of children with IEP by 3rd birthday (Timely evaluations to ensure students being served in Part C First Steps have an IEP on or before their 3rd birthday)
- 13. Secondary Transition with IEP Goals** - Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services (Verified by on-site visits)
- 14. Secondary Transition/Post-School Outcomes-Competitive Employment, Enrolled in School** - Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school
  - A: Enrolled in higher education within one year of leaving high school
  - B: Enrolled in higher education or competitively employed within one year of leaving high school
  - C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

# SPP/APR District Performance Report

## FFY 2014 (School Year 2014-2015)

7800

WEBSTER CO SCHOOL DIST

### Free Appropriate Public Education in the Least Restrictive Environment

|   |   |            |   |        |             |   |                |  |            |        |            |
|---|---|------------|---|--------|-------------|---|----------------|--|------------|--------|------------|
| <b>Indicator 1 Graduation *</b>                     |   |            | <b>Indicator 3 Statewide Assessment</b> |        |             | Met AMO: N/A  |                |  |            |        |            |
| Target  | Actual                                    | Met Target | Participation                           |        |             | Proficiency   |                |  |            |        |            |
| 77%   | 41.00%                                    | NO         | Reading                                 | Target | Actual      | Met Target  | Target         | Actual                                   | Met Target |        |            |
|   |   |            | Math                                    | 95%    | 95%         | YES   | 55%            | 29.0%                                    | NO         |        |            |
| <b>Indicator 2 Dropout *</b>                        |   |            |   |        |             |   |                |  |            |        |            |
| Target  | Actual                                    | Met Target |   |        |             |   |                |  |            |        |            |
| 10.00%  | 0.00%                                     | Yes        |   |        |             |   |                |  |            |        |            |
| <b>Indicator 4 Suspensions/Expulsions *</b>         |   |            |   |        |             | <b>Indicator 5 LRE Placement</b>                            |                |  |            |        |            |
| 4a  | Special Ed:                               | 0.90%      | Reg Ed:                                 | 0.48%  | Met Target: | YES   | Target         | Actual                                   | Met Target |        |            |
|   |   |            |   |        |             | 5a  | 59.77% or more | 73.33%                                   | Yes        |        |            |
| 4b  | Rate Difference Special Ed/Reg Ed by Race |            |   |        | Met Target: | Yes   | 5b             | 15.48% or less                           | 12.92%     | Yes    |            |
|   |   |            |   |        |             | 5c  | 2.18% or less  | 1.25%                                    | Yes        |        |            |
|   |   |            |   |        |             | AS: 0.00 B: 3.64 H: 0.00 NA: 0.00 W: 0.00 PI: 0.00 TM: 0.00 |                |  |            |        |            |
| <b>Indicator 7 Preschool Skills</b>                 |   |            |   |        |             | Summary Statements  |                |  |            |        |            |
|   |   |            |   |        |             | SS1: Increased rate of growth                               |                | SS2: Functioning within age expectations |            |        |            |
| Outcome Area  |   |            |   |        |             | Target  | Actual         | Met Target                               | Target     | Actual | Met Target |
| A. Positive social-emotional skills                 |   |            |   |        |             | 58%   | 0%             | No                                       | 83%        | 33%    | No         |
| B. Acquisition and use of knowledge and skills      |   |            |   |        |             | 64%   | 50%            | No                                       | 75%        | 50%    | No         |
| C. Use of appropriate behaviors to meet their needs |   |            |   |        |             | 43%   | 60%            | Yes                                      | 73%        | 50%    | No         |
| <b>Indicator 6 Preschool Placement</b>              |   |            |   |        |             | <b>Indicator 8 Parent Involvement</b>                       |                |  |            |        |            |
| Target  | Actual                                    | Met Target |   |        |             | Target  | Actual         | Met Target                               |            |        |            |
| 6a  | >=64.85%                                  | 46.81%     | No                                      |        |             |   | 79.46% or more | 94.17%                                   | Yes        |        |            |
| 6b  | <=14.97%                                  | 0.00%      | Yes                                     |        |             |   |                |  |            |        |            |

### Disproportionality

|   |                         |  |  |            |            |            |           |           |
|---|-------------------------|--|--|------------|------------|------------|-----------|-----------|
| <b>Indicator 9 Disproportionate Representation in Special Education</b> |                         |  | <b>Indicator 10 Disproportionate Representation in Specific Disability Categories (ARR = Alternate Risk Ratio)</b> |            |            |            |           |           |
| Race/<br>Ethnicity  | Alternate<br>Risk Ratio |  | SLD<br>ARR   | EmD<br>ARR | L/S<br>ARR | OHI<br>ARR | AU<br>ARR | ID<br>ARR |
| AS  |                         |  |  |            |            |            |           |           |
| B   | 1.23                    |  | 1.31   |            |            |            |           | 6.24      |
| H   |                         |  |  |            |            |            |           |           |
| NA  |                         |  |  |            |            |            |           |           |
| W   | 1.09                    |  | 1.06   |            | 1.50       | 0.85       |           | 1.26      |
| PI  |                         |  |  |            |            |            |           |           |
| TM  |                         |  |  |            |            |            |           |           |
| <b>Compliant?</b>   | Yes                     |  | Yes  | NR         | Yes        | Yes        | NR        | Yes       |

### Child Find

|                                |         |            |
|--------------------------------|---------|------------|
| <b>Indicator 11 Child Find</b> |         |            |
| Target                         | Actual  | Met Target |
| 100%                           | 100.00% | YES        |

### Effective Transition

|  |        |            |   |         |            |   |        |            |    |
|--|--------|------------|---|---------|------------|---|--------|------------|----|
| <b>Indicator 12 Part C to B Transition</b> |        |            | <b>Indicator 13 Secondary Transition with IEP Goals</b> |         |            | <b>Indicator 14 Secondary Transition/Post-School Outcomes *</b> |        |            |    |
| Target                                     | Actual | Met Target | Target  | Actual  | Met Target | Target  | Actual | Met Target |    |
| 100%                                       | NR     | N/A        | 100%  | 100.00% | Yes        | A - Higher Ed   | 34%    | 22.22%     | No |
|  |        |            |   |         |            | B - Higher Ed/Employed  | 71%    | 44.44%     | No |
|  |        |            |   |         |            | C - Positively Engaged  | 88%    | 77.78%     | No |

\* Indicator data lags a year and is based on SY 2013-2014 data

NR or Blank - Less than the minimum number of students or no results reported