

**September 30, 14 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2014-2015
Grant H027A14018 and H173A140113**

The Poplarville School District 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, Poplarville School District did not meet 9 (26.50%), met 23 (67.6%), and two (5.9%) 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 Rates (Indicator 3B), Assessment Performance (Indicator 3C, Math) Suspensions and Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), and Parental Involvement (Indicator 8);
- Disproportionality: Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11);
- Effective Transition: Part C to B Transitions Timelines (Indicator 12), Secondary Transition Goals (Indicator 13), Secondary Transition/Post-school Transition Outcomes (Indicator 14, Higher Ed, Higher Ed/Employed).

In order to sustain this performance, Poplarville School District will continue to provide a continuum of services to meet the needs of students at the high school level to increase graduation of students with disabilities with a regular diploma and 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: AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 31.39%), Preschool Outcomes (Indicator 7); and
- Effective Transition: Post-School Outcomes (Indicator 14 C Positively Engaged 72.73%).

**September 30, 14 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2014-2015
Grant H027A14018 and H173A140113**

To address the above results indicators:

- AMO Targets (Indicator 3A) and Assessment Performance (indicator 3C): Poplarville School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. Poplarville School District also will continue to promote collaboration between regular education and special education teachers to identify evidence-based strategies that will improve results for children with disabilities. Poplarville School District will offer targeted and intensive technical assistance to the special education teachers in the area of reading. Possible improvement strategies include utilization of student present levels of performance to address specific needs of individual students, use of literacy coaches, and trainings for regular and special education teachers.
- Preschool outcomes (Indicator 7): Poplarville School District will continue to provide appropriate services, as indicated by the IEP, to preschoolers who meet IDEA requirements for eligibility. Poplarville School District will partner with early childhood organizations in the state to identify and assess preschool students who are suspected of having a disability and work closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development.
- Effective transition (Indicator 14C): Poplarville School District will continue to provide appropriate services to ensure successful transition of students exiting high school, will continue to collaborate with MS Department of Vocational Rehabilitation to provide transitional services, and the Transition coordinator will attend training opportunities provided by MDE for MS Occupational Diploma and transition portfolios.

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