

IDEA Part B and Preschool Application

Executive Summary and Data Review

SY 2016-2017

Grant Number: H027A160108, H173A160113

The Senatobia Municipal City Schools has reviewed the performance reported on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in May 2016 (see attached SPP/APR District Performance Report, FFY 2014 (School Year 2013-2014)). Upon a careful review of the published data, areas have been identified of success and areas of need in the various results and of the 34 pieces of data publicly reported, Senatobia Municipal City Schools did not meet indicator 1 (26%), Indicator 3b, 3c, Indicator 14C (83.3%) and one 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 Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), and Parental Involvement, (Indicator 7 and 8) Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved
- Disproportionate Representation in Special and Education and Specific(Indicators 9 and 10)
- Child Find: Timely Initial Evaluations (Indicator 11)
- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs (Indicator 13) and
- Effective Transition: Part C to B Transitions Timelines (Indicator 12)
- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school and enrolled in higher education or competitively employed within one year of leaving high school. (Indicator 14 A & B)

In order to sustain this performance, Senatobia Municipal City Schools 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 FAPE in the LRE: Graduation Rates (Indicator 1 – 26%), (Indicator 3C –Reading 13.6% and Math 10.7%), (Indicator 14 C-83%) to address the above results indicators:

Reading will be the main focus for the next three to five years for Senatobia Municipal City Schools to address indicators not met as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between the general education 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 provide proven success within the district. Possible improvement strategies include, joint trainings for teachers of general education and special education, and development and/or distribution of tools for improvement.

Senatobia Municipal City Schools as a part the State initiative is a part of the SSIP Grant. Through this grant and with joint fiscal means have employed a Literacy Coach which will be working with teachers to enhance the goal of improved reading success in our district. Senatobia 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.

Senatobia Municipal City Schools also will work closely with and offer targeted and intensive technical assistance through to the special education teachers in the area of reading. Teachers will participate in the LETRS training provided by the MDE to improve professional knowledge of the components of teaching reading. In addition, our district will be continued a focused reading training with Readsters in the area of basic reading methodology. This targeted professional development is equipping the teachers with the understanding and pedagogy of teaching reading.

Senatobia Municipal School District has development a Dropout prevention plan that targets all students including the students with disability. The targeted focus will be to provide all students with strategies and planning goals to help them successfully complete and receive a high school diploma.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Senatobia Municipal City Schools plans to see improvement in reading and math scores in the short-term education, and improvement of student outcomes in the long-term.