

August 29, 2016, IDEA Part B and Pre-School Application  
Executive Summary and Data Review  
Lowndes County School District #4400  
SY 2016-2017

IDEA, Part B, Grant Fund 2610:

Federal Award Number: H027A160108 CFDA Number: 84.027A and;

IDEA, Part C, Preschool, Grant Fund 2620:

Federal Award Number: H173A160113 CFDA Number: 84.173A

The Lowndes County School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in June, 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, the Lowndes County School District did not meet 9 (26.5%), met 24 (70.6%), and 1 (2.9%) 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: Suspensions and Expulsions (Indicators 4A and B), LRE (Indicator 5A – 65.56%; B 14.48%; and C – 0.67%), Preschool LRE (Indicators 6A – 84.09%, and B – 1.14%); Indicator 7 (SS1: Increased Rate of Growth A – 100%; B – 100%, and C – 100%; SS2: Functioning Within Age Expectations – A – 95%; B- 95%; and C – 95%) and Parental Involvement (Indicator 8 – 93.81%);
- Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 – Alternate Risk Ratio; and 10 – SLD, EMD, L/S, OHI, AU, ID);
- Child Find: Timely Initial Evaluations (Indicator 11 – 100%); and
- Effective Transition: Part C to B Transition (Indicator 12 – 100%); Secondary Transition with IEP Goals (Indicator 13 - 100%);

In order to sustain this performance, the Lowndes 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 – 39.30%), Dropout Rates (Indicator 2 – 14.0%), Assessment Participation Rates (Indicator 3B: Reading-93% and Math- 93%), Assessment Performance (Indicator 3C – Reading 14.6% and Math 13.2%)
- Effective Transition: Post-School Outcomes (Indicators 14 A – 28.57%, B – 47.62%; C – 66.67%)

To address the above results indicators, the Lowndes County School District will conduct professional development. The Lowndes County School District also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the areas of reading and math. Reading and math will be the main focus for the next three to five years for the Lowndes County School District to address at least four of the above nine indicators, as will be evidenced in several areas of the budget narrative. Targeting reading and math will necessitate 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 coaches, joint trainings for teachers of general education and special education, and development and/or distribution of tools for improvement. Professional Development for special education and general education teachers in how to provide services to students in the general education classroom (inclusion) will also be provided. Professional development in the area of assessing students with disabilities will also be provided. The district will focus efforts on providing transition services to all students with disabilities. Collaboration with local agencies, including Vocational Rehabilitation, will be conducted in order to provide effective transition services to all students with disabilities.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, the Lowndes County School District plans to see improvement in the proficiency in reading and math scores and participation in statewide assessments in the short-term and improvement of student outcomes in the long-term.