

July 16, 2014 Part B and PreSchool Application  
Executive Summary and Data Review  
SY 2014-2015  
Grant H027A130146 and H173A130113

Tunica County 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. Upon 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, Tunica County School District did not meet 11 (32.4%), and met 23 (67.6%). The indicators 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 include both compliance and results indicators:

- FAPE in the LRE: Dropout Rates (Indicator 2), Assessment Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4B), LRE (Indicator 5A, 5B), Preschool Settings (Indicator 6), Preschool Skills (Indicator 7 SS1 A, B, C) (Indicator 7 SS2 A, B), Parent Involvement (Indicator 8),
- Disproportionate Representation in Special Education (Indicator 9), Disproportionate Representation in Specific Disability Categories (Indicator 10),
- Child Find: Timely Initial Evaluations (Indicator 11), and
- Effective Transition: Secondary Transition (Indicator 13).

In order to sustain this performance, Tunica County School District will continue to provide Special Education Teachers and Special Education Staff members with ongoing professional development, and continue parent outreach and involvement efforts. 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- 8%, AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 17% and Math 23.47%), Suspension/Expulsion (Indicator 4A- 3.61%), LRE Placement (Indicator 5C- 1.05%), Preschool Skills (Indicator SS2 C- 79%)
- Effective Transition: Part C to B (Indicator 12 – 33.33%), Post-School Outcomes (Indicator 14- A Higher Ed 20%, B. Higher Ed/Employed 40%, C. Positively Engaged 80%).

To address the above results indicators, Tunica County School District will be conducting professional development, implementing strategies to improve culture and safe learning environments, provide training and support for all staff on positive, proactive,

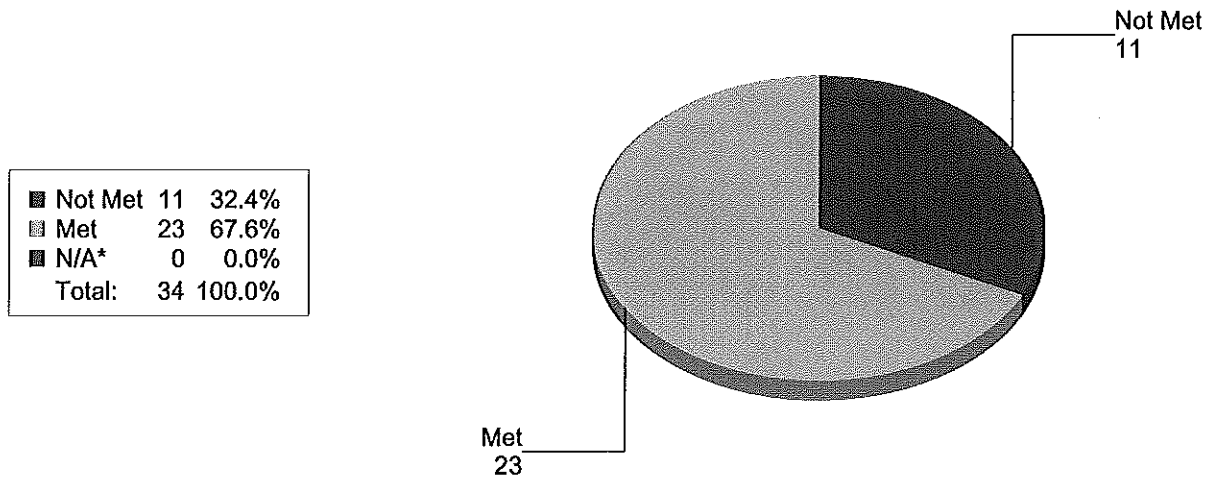
instructional discipline approaches, review and revise IEPs to address behaviors of concern, provide training for district personnel on manifestation determination procedures and decisions, provide co-teaching training along with developing a plan for effective coaching of teachers who are co-teaching and provide training on accurate documentation of least restrictive environment. In an effort to improve transition services, Tunica County will catalogue all available post-secondary education options in the region, involve Social Security Administration and the Office of Vocational Rehabilitation (OVR) in transition planning, and help students learn how to set goals, develop action plans, and monitor their own progress.

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

# SPP/APR District Performance Report FFY 2012 (School Year 2012-2013)

7200

TUNICA COUNTY SCHOOL DISTRICT



\*Targets that were Not Applicable for a school district are those for which the student population did not meet the required minimum size for statistical analysis or there were no data.

### SPP/APR Indicators

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
4. **Suspension/Expulsion** - Suspension/Expulsion rates
5. **LRE Placement** - Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
6. **Preschool Settings** - Percent of preschool children with IEPs in settings with typically developing peers.
7. **Preschool Skills** - Percent of preschool children with improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors
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
13. **Secondary Transition with IEP Goals** - Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services
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

# SPP/APR District Performance Report FFY 2012 (School Year 2012-2013)

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## Free Appropriate Public Education in the Least Restrictive Environment

<p><b>Indicator 1 Graduation*</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>71%</td> <td>8.00%</td> <td>NO</td> </tr> </table> <p><b>Indicator 2 Dropout*</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>13%</td> <td>0.00%</td> <td>YES</td> </tr> </table>	Target	Actual	Met Target	71%	8.00%	NO	Target	Actual	Met Target	13%	0.00%	YES	<p><b>Indicator 3 Statewide Assessment Met AMO: NO</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <th colspan="3">Participation</th> <th colspan="3">Proficiency</th> </tr> <tr> <td></td> <th>Target</th> <th>Actual</th> <th>Met Target</th> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>Reading</td> <td>95%</td> <td>96.15%</td> <td>YES</td> <td>45%</td> <td>17.00%</td> <td>NO</td> </tr> <tr> <td>Math</td> <td>95%</td> <td>97.03%</td> <td>YES</td> <td>50%</td> <td>23.47%</td> <td>NO</td> </tr> </table>		Participation			Proficiency				Target	Actual	Met Target	Target	Actual	Met Target	Reading	95%	96.15%	YES	45%	17.00%	NO	Math	95%	97.03%	YES	50%	23.47%	NO	<p><b>Indicator 4 Suspensions/Expulsions*</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>4a</td> <td>Special Ed: 3.61%</td> <td>Reg Ed: 1.54%</td> <td>Met Target: NO</td> </tr> <tr> <td>4b</td> <td colspan="2">Rate Difference Special Ed/Reg Ed by Race</td> <td>Met Target: YES</td> </tr> <tr> <td></td> <td>AS: N/A</td> <td>B: 2.21 H: -1.54 NA: N/A W: -1.54 PI: N/A TM: N/A</td> <td></td> </tr> </table> <p><b>Indicator 5 LRE Placement</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>5a</td> <td>58.97% or more</td> <td>71.73%</td> <td>YES</td> </tr> <tr> <td>5b</td> <td>16.48% or less</td> <td>14.14%</td> <td>YES</td> </tr> <tr> <td>5c</td> <td>Less than previous year</td> <td>1.05%</td> <td>NO</td> </tr> </table>	4a	Special Ed: 3.61%	Reg Ed: 1.54%	Met Target: NO	4b	Rate Difference Special Ed/Reg Ed by Race		Met Target: YES		AS: N/A	B: 2.21 H: -1.54 NA: N/A W: -1.54 PI: N/A TM: N/A			Target	Actual	Met Target	5a	58.97% or more	71.73%	YES	5b	16.48% or less	14.14%	YES	5c	Less than previous year	1.05%	NO
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## Disproportionality

<p><b>Indicator 9 Disproportionate Representation in Special Education</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Race/Ethnicity</th> <th>Alternate Risk Ratio</th> </tr> <tr> <td>AS</td> <td></td> </tr> <tr> <td>B</td> <td>0.75</td> </tr> <tr> <td>H</td> <td></td> </tr> <tr> <td>NA</td> <td></td> </tr> <tr> <td>W</td> <td></td> </tr> <tr> <td>PI</td> <td></td> </tr> <tr> <td>TM</td> <td></td> </tr> <tr> <td>Compliant?</td> <td>YES</td> </tr> </table>	Race/Ethnicity	Alternate Risk Ratio	AS		B	0.75	H		NA		W		PI		TM		Compliant?	YES	<p><b>Indicator 10 Disproportionate Representation in Specific Disability Categories (ARR = Alternate Risk Ratio)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th>SLD ARR</th> <th>EmD ARR</th> <th>L/S ARR</th> <th>OHI ARR</th> <th>AU ARR</th> <th>ID ARR</th> </tr> <tr> <td>B</td> <td>0.81</td> <td>1.31</td> <td>0.57</td> <td>0.65</td> <td>0.66</td> <td>2.50</td> </tr> <tr> <td>H</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>NA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>W</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PI</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TM</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Compliant?</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> </table>		SLD ARR	EmD ARR	L/S ARR	OHI ARR	AU ARR	ID ARR	B	0.81	1.31	0.57	0.65	0.66	2.50	H							NA							W							PI							TM							Compliant?	YES	YES	YES	YES	YES	YES
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## Child Find

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

## Effective Transition

<p><b>Indicator 12 Part C to B Transition</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>100%</td> <td>33.33%</td> <td>NO</td> </tr> </table>	Target	Actual	Met Target	100%	33.33%	NO	<p><b>Indicator 13 Secondary Transition with IEP Goals</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>100%</td> <td>100.00%</td> <td>YES</td> </tr> </table>	Target	Actual	Met Target	100%	100.00%	YES	<p><b>Indicator 14 Secondary Transition/Post-School Outcomes *</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <th>Target</th> <th>Actual</th> <th>Met Target</th> </tr> <tr> <td>A - Higher Ed</td> <td>30%</td> <td>20.00%</td> <td>NO</td> </tr> <tr> <td>B - Higher Ed/Employed</td> <td>67%</td> <td>40.00%</td> <td>NO</td> </tr> <tr> <td>C - Positively Engaged</td> <td>84%</td> <td>80.00%</td> <td>NO</td> </tr> </table>		Target	Actual	Met Target	A - Higher Ed	30%	20.00%	NO	B - Higher Ed/Employed	67%	40.00%	NO	C - Positively Engaged	84%	80.00%	NO
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