

IDEA Part B and Pre-School Application
Executive Summary and Data Review
SY 2015-2016
Grant H027A150108 and H173A150113

The Columbus Municipal School District (4420) has reviewed the performance captures on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2013 as published in May 2014 (see attached SPP/APR District Performance Report, FFY 2013 (School Year 2013-2014)). 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, Columbus Municipal School District did not meet 21(61.76%), met 13(38.24%), and none (0%) was reported as not applicable. The indicators were reviewed in four areas as required by IDEA: Free Appropriate 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:

Indicator 2 – Dropout Rates; Indicator 4a – Suspension/Expulsion – more than 10 days; Indicator 5 – LRE; Indicator 6b – Preschool Placement; and Indicator 8 – Parental Involvement.

Disproportionality:

Indicator 9 – Disproportionate Representation in Special Education and Indicator 10 – Disproportionate Representation in SLD.

Child Find:

Indicator 11 – Timely Initial Evaluations

Effective Transition:

Indicator 12 – Part C to B Transition timelines; Indicator 13 – Secondary Transition Goals; and Indicator 14a – Secondary Transition – enrolled in Higher Education.

In order to sustain this performance, the Columbus Municipal School District will continue to provide professional development, offer technical assistance, and to continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal staff-monitoring activities. Specific activities will be outlined in the budget narrative.

Areas of need (defined as having not met the targets indicated in SPP) include both compliance and results indicators:

FAPE:

Graduation Rate (Indicator 1: Target – 71% actual – 19.2%); AMO Targets (Indicator 3 - Not met); Assessment Participation Rate (Indicator 3b – Target – 95%, actual ELA - 89.1%, actual Math – 90.3%); Assessment Proficiency Rate (Indicator 3c – Target – 50%, actual

ELA – 20.8%, Target – 54%, actual Math – 28.7%; Suspension/Expulsion (Indicator 4b – Target 0% - Actual – AS: 0%, B: 5.95%, H: 0%, NA: 0%, W: .97%, PI: 0%, MR: 0%) Preschool Placement (Indicator 6a – Target 64.8%, actual 60.26%); Parent Involvement (Indicator 8 – Target – 77.46% actual 56.38%).

Effective Transition:

Secondary Transition (Indicator 14b - Target 69% actual 64.86%, 14c – Target 86% actual 75.68%).

To address the above results indicators, Columbus Municipal School District (4420) will be conducting professional development, partnering with early childhood organizations in the area and working closely with MDE Office of Curriculum and Instruction on Early Childhood literacy and curriculum development. The Columbus Municipal School District (4420) will also work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading. Reading will continue to be the main focus for the next five years for Columbus Municipal School District (4420) to address at least 4 of the 5 indicators listed above in several areas of the budget narrative. Targeting reading will necessitate collaboration between general education and special education to identify evidence-based, coherent improvement strategies to improve results for children with disabilities. On-going professional development with teachers and administrators will be provided relative to inclusive practices and implementation of LRE requirements. A needs assessment for parent training needs in order to increase participation and offer relevant trainings to parents that increase success rates in all target areas for students with disabilities. Middle and high school teachers will receive technical assistance as well as training from MDE concerning effective transition planning for students starting at age 14. A tracking system will be developed to identify the youth who had IEPs, no longer enrolled in secondary school and who are either enrolled in higher higher-education, enrolled in some other postsecondary education, competitively employed, or in some other employment within one year of leaving high school.

The Columbus Municipal School District (4420) recognizes the importance of making data-informed determinations of our effectiveness in meeting State goals through team-based self-review. CMSD will continue to implement an annual self-assessment of its programs for students with disabilities based on the State Performance Plan/Annual Performance Review Report (SPP/APR) indicators. CMSD will analyze data, review records and develop improvement plans as it relates to our state indicators and will ensure a FAPE for students with disabilities. The self-review will clearly define the program needs in the district for developing the Individual Education Program to ensure educational benefit. The results of the self-assessment based on the SPP/APR indicators will determine how the district will use federal funds to implement activities that lead to desired results and/or compliance for the SPP/APR indicators.