

June 27, 2016  
Part B and Preschool Application  
Executive Summary and Data Review  
SY 2016-2017  
Grant H027A150108 and HI73A150113

The Jones 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. The Jones County School District's SPP/APR District Performance Report, FFY 2014 (School Year 2014-2015) is included in this file. Upon a careful review of the published data, areas of success and areas of need have been identified within the compliance indicators.

Of the thirty-one pieces of data publicly reported, the Jones County School District did not meet ten. 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 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: Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup (Indicator 3A) Suspensions/Expulsions (Indicator 4A and 4B); LRE Placement (Indicators 5A and 5C); Percent of 3-5 year olds functioning within age expectations in the areas of language/communication and literacy and behavior (Indicators 7B2 and 7C3) Parent Involvement (Indicator 8)
- Disproportionality: Disproportionate Representation in Special Education (Indicator 9); Disproportionate Representation in Specific Disability Categories (Indicator 10)
- Child Find: Timely Initial Evaluations (Indicator 11)
- Effective Transition: Part C to B Transition (Indicator 12); Secondary Transition with IEP Goals (Indicator 13); Secondary Transition/Post-School Outcomes (Indicator 14B, and 14C)

In order to sustain this performance, the Jones County District will continue to provide professional development, seek and offer technical assistance, and continue to self-monitor and conduct reviews of data as well as conduct 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 of indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1- 24.9%); Dropout Rate (Indicator 2- 12%); Statewide Assessment Participation (Indicator 3B-93%) Proficient or Advanced on Language Arts Statewide Assessment (3C-8.6%) and Mathematics Statewide Assessment (3C-7.4%); LRE Placement (Indicator 5B-20.13%); Preschool Placement (Indicator 6A- 42.9% and 6B-37.8%); Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved social-emotional skills (7A1 and A2), Language/Communication and literacy (7B1), and improved use of behavior (7C1);
- Effective Transition: Secondary Transition/Post-Student Outcomes (Indicator 14A- 27.66%)

To address the above result indicators, the Jones County School District will be conducting professional development for special education personnel as well as involving general education teachers, and parents of special education student when appropriate,

The high school special education teachers and the district transition coordinator will work closely with parents and students in understanding the various graduation options. In order to help parents and educators understand the need for students to remain in general education classes at the elementary level so that the students will continue to be in the general education classrooms at the high school level, district level special education personnel will be invited to attend Individual Education Program (IEP) meetings where a change of placement is being discussed. MDE and District staff will also meet with school personnel during Professional Development sessions and Professional Learning Community (PLC) meetings in order to provide training on appropriate accommodations and modifications in the general education setting as well as the role of the special education teacher in the inclusion setting.

The Jones County School District will provide eleventh grade students the opportunity to complete the ACT exam on the campus of their home school. Prior to taking the exam, students with IEPs will be provided ACT prep skills by their special education teachers. In order to improve graduation rates and transition into higher education, Jones County students will have the opportunity to explore career choices in the Career Center. The Career Center provides information in regards to colleges, scholarships and other career interests. The students will be given the opportunity to attend the district's Career Day and Jones County Junior College's High School Day during their senior year. In addition to these opportunities, the Special Education department also holds a Career Preparation Fair and a Transition Fair for students identified with special education needs.

The district Behavior Specialists will work with the school counselors, special education teachers, and truancy officers in an effort to target behaviors which ultimately lead to an increase in the dropout rate. Data will be tracked to aid in this effort. Also, recognizing research states

students who repeat multiple grades are more likely to drop out of school, these district personnel will work on developing behavior plans which are directed toward keeping students in school.

The district will be working closely with the Elementary Curriculum Coordinator on early childhood literacy and curriculum development by providing professional development in the area of phonemic awareness. Special Education personnel will be included in trainings which teach Orton-Gillingham based methodology, such as Susan Barton. The district Mathematic Coordinator will provide support in the classroom as well as professional development support. The School Testing Coordinator (STC) will work with the special education teachers to ensure appropriate accommodations are being provided throughout the school year in order for these accommodations to be utilized during district and state assessments.

Jones County School District does not have a general education preschool program. In order to ensure that the developmentally delayed students are given the opportunity to be with nondisabled peers, they will be included with the K5 students during physical education, art, music, circle time, and lunch. The teachers of three, four, and five year-olds with IEPs will continue to go into their students homes and/or preschool and daycares to work with parents and preschool/daycare providers on skills being addressed at school, specifically social-emotional, language, and behavioral skills. Training through MDE for preschool teachers was started during the 2015-2016 school year and will continue during the 2016-2017 school year with specific emphasis being placed on placement (LRE) and developmental domains.

By directing district efforts and fiscal resources, both state and federal, on the above mention strategies and those listed in the budget narrative, the Jones County School District expects to see academic growth in its students identified with special education needs as well as an improvement in the drop out and graduation rates