

June 16, 2014 IDEA Part B and Pre-School Application
Executive Summary and Data Review
SY 2014-2015

Lee County School (LCS) 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 (see attached SPP/APR District Performance Report, FFY 2012 (School Year 2012-2013)). 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, Lee county School District met goal on ~~32~~³⁴ (70.58%) indicators, and did not meet goal on 10(29.4%) indicators. 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 for 12, 13, 14.

Areas of success (defined as having met the targets indicated in the SPP) include both compliance and results indicators:

FAPE in the LRE:

Indicator 3b/Statewide Assessment Participation:

READING 96.96%, (target 95%) MATH 96.52% (target 95%)

Indicator 4a, 4b/Suspensions/Expulsions.

Indicator 5-LRE Placement:

5a: 75.35% (target 58.97% or more), 5b: 14.12% (target 16.48% or less) 5c: 0.12% (Less than previous year, last year 21%).

Indicator 6-Preschool Placement:

6a: 53.23% (target <less than 10% decrease, last year 55.22%) 6b: 5.65% (target <10% increase, last year 12.69%).

INDICATOR 7-Preschool Skills/Increased rate of growth:

7b. Acquisition and use of knowledge and skills: 73% (target 53%)

INDICATOR 7-Preschool Skills/Functioning within age expectations:

7a. Positive social-emotional skills: 86% (target 84%)

7b. Acquisition and use of knowledge and skills: 75% (target 72%)

7c. Use of appropriate behaviors to meet their needs: 81% (target 80%).

INDICATOR 8-Parent Involvement: 96.87% (target 75.46).

DISPROPORTIONALITY

Indicator 9- Disproportionate Representation in Special Education:
Lee County Schools met all targets in all race categories

Indicator 10- Disproportionate Representation in Specific Disability Categories:
Lee County Schools met all targets in all disability categories.

CHILD FIND

Indicator 11-Child Find
100% (target 100%).

EFFECTIVE TRANSITION

Indicator 12- Part C to B Transition
100% (target 100%).

Indicator 13- Secondary Transition with IEP Goals
100% (target 100%).

In order to sustain this performance, Lee County School District will continue to provide professional development regarding all areas of instruction/academic, behavioral interventions, data collection and all other areas related to special education. LCS will continue general supervision responsibilities outlined in IDEA 2004. LCS will conduct data reviews and internal self monitoring activities to ensure outcomes. 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

Indicator 1- Graduation
11.10% (target 71%)

Indicator 2- Dropout
16.67% (target 13%)

Indicator 3- Statewide Assessment
3a: AMO (not met)

Indicator 3c- Proficiency

Reading: 24.10% (target 45%)

Math: 30.29% (target 50%)

Indicator 7- Preschool Skills/Increased rate of growth:

7a. Positive social-emotional skills: 50 % (target 51%)

7c. Use of appropriate behaviors to meet their needs: 33% (target 42%)

Effective Transition: Post School Outcomes

Indicator 14- Secondary Transition/Post School Outcomes

14a. Higher Ed.: 21.21% (target 30%)

14b. Higher Ed/Employed: 27.27% (target 67%)

14c. Positively Engaged: 79.79% (target 84%)

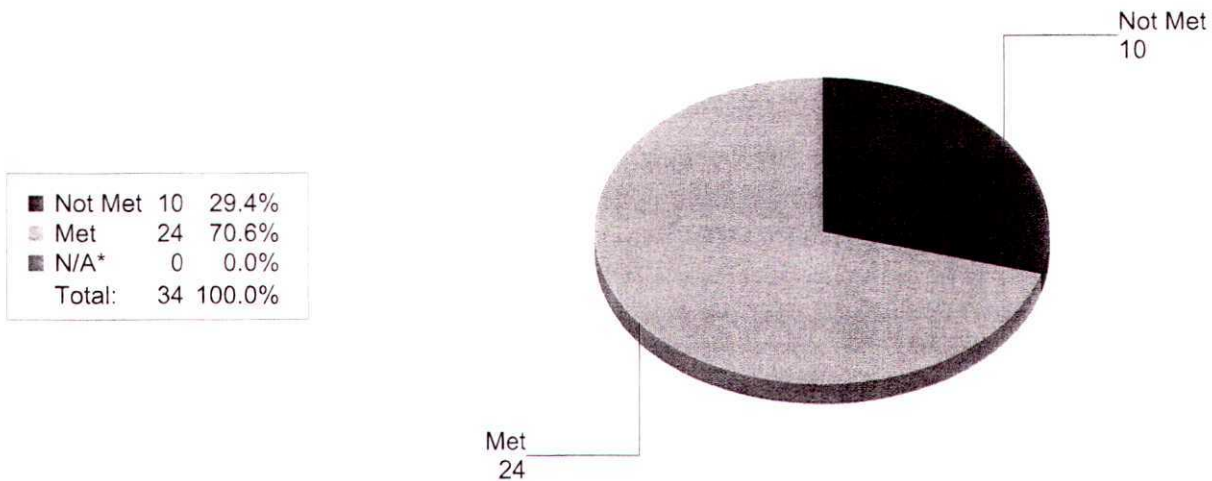
To address the above results indicators, LCS will continue to cooperate with early intervention and Headstart programs to identify 3-5 year old children with disabilities. LCS will continue to provide instruction through pre K classrooms and other appropriate settings. These classrooms will include quality instruction, research based interventions, technology and curriculum to assist in meeting IEP goals. LCS will utilize appropriate progress monitoring in all areas. For Indicator 14: LCS district level and local school transition teams will work with students during the senior year with post secondary applications, ACT preparation, and resumes for employment. LCS will implement the new IEP format which will bring about a greater focus on transition and transition activities to improve Indicator 14.

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

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

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LEE 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)

100

LEE COUNTY SCHOOL DISTRICT

Free Appropriate Public Education in the Least Restrictive Environment

<p>Indicator 1 Graduation*</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>11.10%</td><td>NO</td></tr> </table> <p>Indicator 2 Dropout*</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>16.67%</td><td>NO</td></tr> </table>	Target	Actual	Met Target	71%	11.10%	NO	Target	Actual	Met Target	13%	16.67%	NO	<p>Indicator 3 Statewide Assessment Met AMO: NO</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="3">Participation</th><th colspan="3">Proficiency</th></tr> <tr><th></th><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>96.96%</td><td>YES</td><td>45%</td><td>24.10%</td><td>NO</td></tr> <tr><td>Math</td><td>95%</td><td>96.52%</td><td>YES</td><td>50%</td><td>30.29%</td><td>NO</td></tr> </table>	Participation			Proficiency				Target	Actual	Met Target	Target	Actual	Met Target	Reading	95%	96.96%	YES	45%	24.10%	NO	Math	95%	96.52%	YES	50%	30.29%	NO	<p>Indicator 4 Suspensions/Expulsions*</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>4a</td><td>Special Ed: 0.00%</td><td>Reg Ed: 0.13%</td><td>Met Target: YES</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: -0.13</td><td>B: -0.13 H: -0.13 NA: N/A</td><td>W: -0.13 PI: N/A TM: N/A</td></tr> </table> <p>Indicator 5 LRE Placement</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th></th><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>5a</td><td>58.97% or more</td><td>75.35%</td><td>YES</td></tr> <tr><td>5b</td><td>16.48% or less</td><td>14.12%</td><td>YES</td></tr> <tr><td>5c</td><td>Less than previous year</td><td>0.12%</td><td>YES</td></tr> </table>	4a	Special Ed: 0.00%	Reg Ed: 0.13%	Met Target: YES	4b	Rate Difference Special Ed/Reg Ed by Race		Met Target: YES		AS: -0.13	B: -0.13 H: -0.13 NA: N/A	W: -0.13 PI: N/A TM: N/A		Target	Actual	Met Target	5a	58.97% or more	75.35%	YES	5b	16.48% or less	14.12%	YES	5c	Less than previous year	0.12%	YES
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<p>Indicator 7 Preschool Skills Summary Statements</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>Outcome Area</th><th>Target</th><th>Actual</th><th>Met Target</th><th>SS1: Increased rate of growth</th><th>Target</th><th>Actual</th><th>Met Target</th><th>SS2: Functioning within age expectations</th></tr> <tr><td>A. Positive social-emotional skills</td><td>51%</td><td>50.00%</td><td>NO</td><td>Target</td><td>84%</td><td>86.00%</td><td>YES</td><td>Target</td></tr> <tr><td>B. Acquisition and use of knowledge and skills</td><td>53%</td><td>73.00%</td><td>YES</td><td>Actual</td><td>72%</td><td>75.00%</td><td>YES</td><td>Actual</td></tr> <tr><td>C. Use of appropriate behaviors to meet their needs</td><td>42%</td><td>33.00%</td><td>NO</td><td>Met Target</td><td>80%</td><td>81.00%</td><td>YES</td><td>Met Target</td></tr> </table>			Outcome Area	Target	Actual	Met Target	SS1: Increased rate of growth	Target	Actual	Met Target	SS2: Functioning within age expectations	A. Positive social-emotional skills	51%	50.00%	NO	Target	84%	86.00%	YES	Target	B. Acquisition and use of knowledge and skills	53%	73.00%	YES	Actual	72%	75.00%	YES	Actual	C. Use of appropriate behaviors to meet their needs	42%	33.00%	NO	Met Target	80%	81.00%	YES	Met Target																															
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Disproportionality

Indicator 9 Disproportionate Representation in Special Education		Indicator 10 Disproportionate Representation in Specific Disability Categories (ARR = Alternate Risk Ratio)					
Race/Ethnicity	Alternate Risk Ratio	SLD ARR	EmD ARR	L/S ARR	OHI ARR	AU ARR	ID ARR
AS							
B	1.37	2.09	1.71	0.86	1.60		2.80
H	0.87						
NA							
W	1.03	1.23	0.73	1.32	0.68	1.48	0.55
PI							
TM							
Compliant?	YES	YES	YES	YES	YES	YES	YES

Child Find

Target	Actual	Met Target
100%	100.00%	YES

Effective Transition

Indicator 12 Part C to B Transition			Indicator 13 Secondary Transition with IEP Goals			Indicator 14 Secondary Transition/Post-School Outcomes *			
Target	Actual	Met Target	Target	Actual	Met Target	Target	Actual	Met Target	
100%	100.00%	YES	100%	100.00%	YES	A - Higher Ed	30%	21.21%	NO
						B - Higher Ed/Employed	67%	27.27%	NO
						C - Positively Engaged	84%	78.79%	NO

*Indicator data lags a year and is based on SY 2011-2012 data
NR or Blank - Less than the minimum number of students or no results reported