

**2014 Part B and Pre-School  
Application Executive Summary and Data Review  
SY 2014-2015  
Grant H027A0108 and H1734A140113**

The Greenville Public Schools 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, Greenville Public Schools did not meet 13 (38.20%), met 20 (61.80%), and 0 (.00%) 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: Statewide Assessment (Indicator 3 – Participation) Suspensions and Expulsions : (Indicator 4 A and B), Preschool Placement (Indicator 6 A and B), Preschool Skills; SS1 Increased rate of growth, (Indicator 7A,B and C) and Parental Involvement (Indicator 8); Disproportionality:
- Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transitions Timelines (Indicator 12), and Secondary Transition Goals (Indicator 13).

In order to sustain this performance, Greenville Public School District will continue to provide professional development, to offer technical assistance, and to continue the general supervision

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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 – 4.2%), Dropout , (Indicator 2 – 35% ) AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 12.55% and Math 16.67%), LRE Placement Indicator 5A,B and C), Preschool Outcomes SS2: Functioning within age expectations) (Indicator 7); and
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 22.86%, B. Higher Ed/Employed – 34.29%, C. Positively Engaged – met).

To address the above results indicators, Greenville Public School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. Greenville Public School District also will work closely with and offer targeted and intensive technical assistance to the special education teachers in the area of reading. Reading will be the main focus for the next three to five years for Greenville Public School District to address at least four of the above 5 indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between all general ed 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.

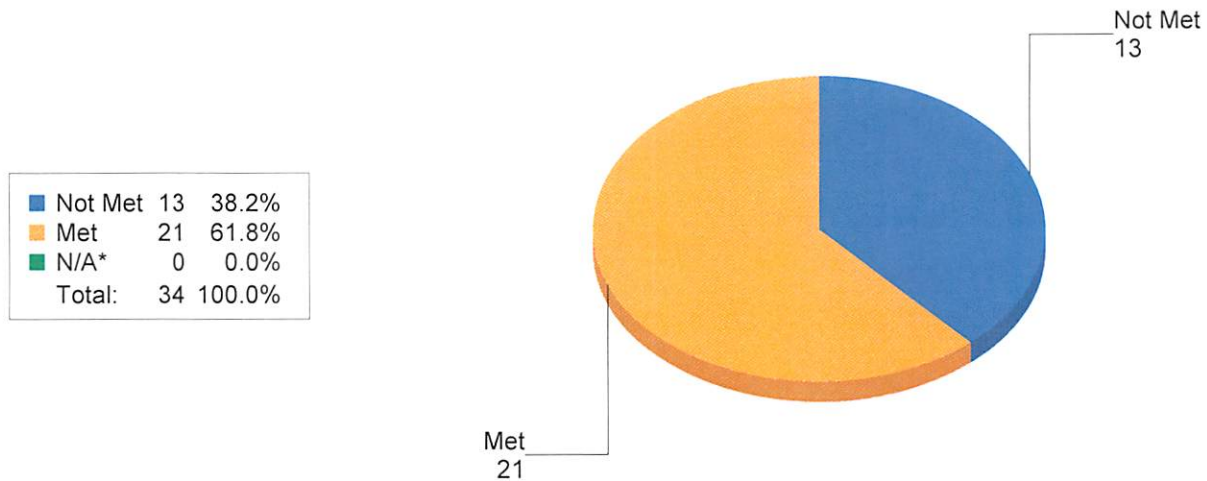
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By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, Greenville Public School District plans to see improvement in reading and math scores in the short-term and improvement of student outcomes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

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

7620

GREENVILLE PUBLIC SCHOOLS



\*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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GREENVILLE PUBLIC SCHOOLS

## 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>4.20%</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>35.00%</td><td>NO</td></tr> </table>	Target	Actual	Met Target	71%	4.20%	NO	Target	Actual	Met Target	13%	35.00%	NO	<p><b>Indicator 3 Statewide Assessment</b> 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>Target</th><th>Actual</th><th>Met Target</th><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>95%</td><td>96.86%</td><td>YES</td><td>45%</td><td>12.55%</td><td>NO</td></tr> <tr><td>95%</td><td>97.30%</td><td>YES</td><td>50%</td><td>16.67%</td><td>NO</td></tr> </table>	Participation			Proficiency			Target	Actual	Met Target	Target	Actual	Met Target	95%	96.86%	YES	45%	12.55%	NO	95%	97.30%	YES	50%	16.67%	NO	<p><b>Indicator 4 Suspensions/Expulsions*</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>4a</th><th>Special Ed:</th><th>5.96%</th><th>Reg Ed:</th><th>5.41%</th><th>Met Target:</th><th>YES</th></tr> <tr><th>4b</th><th colspan="2">Rate Difference Special Ed/Reg Ed by Race</th><th colspan="2">Met Target:</th><th colspan="2">YES</th></tr> <tr><td></td><td>AS: -5.41</td><td>B: 1.05</td><td>H: -5.41</td><td>NA: N/A</td><td>W: -5.41</td><td>PI: N/A</td></tr> <tr><td></td><td></td><td></td><td></td><td>TM: N/A</td><td></td><td></td></tr> </table> <p><b>Indicator 5 LRE Placement</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>5a</th><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>58.97% or more</td><td>54.88%</td><td>NO</td></tr> <tr><th>5b</th><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>16.48% or less</td><td>21.36%</td><td>NO</td></tr> <tr><th>5c</th><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>Less than previous year</td><td>2.58%</td><td>NO</td></tr> </table>	4a	Special Ed:	5.96%	Reg Ed:	5.41%	Met Target:	YES	4b	Rate Difference Special Ed/Reg Ed by Race		Met Target:		YES			AS: -5.41	B: 1.05	H: -5.41	NA: N/A	W: -5.41	PI: N/A					TM: N/A			5a	Target	Actual	Met Target	58.97% or more	54.88%	NO	5b	Target	Actual	Met Target	16.48% or less	21.36%	NO	5c	Target	Actual	Met Target	Less than previous year	2.58%	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>0.82</td></tr> <tr><td>H</td><td></td></tr> <tr><td>NA</td><td></td></tr> <tr><td>W</td><td>3.91</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	0.82	H		NA		W	3.91	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>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>1.37</td><td>0.51</td><td>0.51</td><td>0.27</td><td>0.33</td><td>3.29</td></tr> <tr><td></td><td></td><td>11.38</td><td></td><td></td><td></td></tr> <tr><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	1.37	0.51	0.51	0.27	0.33	3.29			11.38				YES	YES	YES	YES	YES	YES
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## Child Find

<b>Indicator 11 Child Find</b>						
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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>100.00%</td><td>YES</td></tr> </table>	Target	Actual	Met Target	100%	100.00%	YES	<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><th>Target</th><th>Actual</th><th>Met Target</th></tr> <tr><td>30%</td><td>22.86%</td><td>NO</td></tr> <tr><td>67%</td><td>34.29%</td><td>NO</td></tr> <tr><td>84%</td><td>97.14%</td><td>YES</td></tr> </table>	Target	Actual	Met Target	30%	22.86%	NO	67%	34.29%	NO	84%	97.14%	YES
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\*Indicator data lags a year and is based on SY 2011-2012 data  
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