

**IDEA Part B and Preschool Application  
Executive Summary and Data Review  
SY 2016-2017**

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The Attala 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 June 2016 (see attached SPP/APR District Performance Report, FFY 2014 (School Year 2014-2015)). Upon careful review of the published data, areas of success, as well as areas of need, have been identified.

According to the data, of the 34 areas assessed, Attala County School District met target in 19 of the 34 targets given (56%), as compared to 14 of 34 targets met (41.18%) last year. The school district did not meet target in 9 areas (26%), as compared to not meeting 11 target areas (32.35%) last year, and was not rated due to the small size of the population (less than 10) in 6 areas (18%), compared to being not rated in 9 areas (26.47%) last year. 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: Suspensions and Expulsions (Indicators 4a and 4b-white), LRE (Indicators 5A, 5B, and 5C); Preschool LRE (Indicator 6); Preschool Improvement in (a) Positive social-emotional skills, (b) Acquisition and use of knowledge and skills, (c2) Use of Appropriate Behaviors to Meet their needs – Percent functioning within age expectations (Indicators 7a, 7b, 7c2); Parental Involvement (Indicator 8)
- Disproportionality: Disproportionate Representation in Special Education and Specific Disability Categories (Indicators 9 and 10)
- Child Find: Timely Initial Evaluations (Indicator 11)
- Effective Transition: Part C to B Transitions (Indicator 12); Secondary Transition Goals (Indicator 13); and Post School Outcomes (Indicator 14C – Positively Engaged)

In order to sustain this performance, Attala County School District will continue to provide professional development, to offer technical assistance, and to continue the general supervision 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 not having met the targets indicated in the SPP) included both compliance and results indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1 – 0%); Dropout Rates (Indicator 2 – 20%)  
Assessment AMO targets (Indicator 3A); Assessment Participation Rate (Indicator 3b, Reading and Math), Assessment Performance Proficiency (Indicator 3C – Reading 6.2% and Math 9%);  
Suspensions and Expulsions (Indicator 4B-black); Effective Transition: Post School Outcomes (Indicators 14A – 0% and 14B – 0%)

To address the above needs, Attala County School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Curriculum Coordinator on early childhood literacy and curriculum development. The Attala County School District will work closely with and offer intensive technical assistance to the Special Education teachers in the area of Reading. Reading will be the main focus for the next four to five years in the Attala County School District to address the above needs. Targeting reading will necessitate collaboration between special and general education to identify evidence-based improvement strategies to improve the results for children with disabilities. The improvement strategies will be chosen on their ability to be implemented with fidelity and scaled-up with the district. Possible improvement strategies include the utilization of various computer programs target specific reading deficits and provide reading interventions and strategies with regular progress monitoring. Other improvement strategies will include trainings for general and special education teachers, as well as, development and/or distribution of tools for improvement.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, the Attala 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.