

**IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2015-2016**

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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 2013 as published May 2015 (see attached SPP/APR District Performance Report, FFY 2013 (School Year 2013-2014)). 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 14 of the 34 targets given (41.18%). The school district did not meet target in 11 areas (32.35%) and was not rated due to the small size of the population (less than 10) in 9 areas (26.47%). 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: Assessment Participation Rate (Indicator 3B, Math and Reading); LRE (Indicators 5A and 5B); Preschool LRE (Indicator 6); 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 Performance Proficiency (Indicator 3C – Reading 22.8% and Math 18.3%); Suspensions and Expulsions in SPED vs. Reg. Ed. (Indicators 4A and 4B); LRE (Indicator 5C – 2.34%); 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 and Development 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 the DIBLES program with specific targeted 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.