

**IDEA Part B and Preschool Application
Executive Summary and Data Review**

SY 2015-2016

Grant H027A150108 and H173A150113

The East Tallahatchie School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Fiscal Year 2013. Upon careful review of the published data, areas of success have been identified as well as areas of need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported the East Tallahatchie School District did not meet 8 (23.5%), met 15 (44.1%) and 11 (32.4%) was reported as not applicable. 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: Dropout Rates (Indicator 2), Suspensions and Expulsions by race (Indicator 4b), LRE (Indicator 5a, 5b), Parental involvement (Indicator 8);

Statewide Assessment (Indicator 3b);

Disproportionality Representation in Special Education and Specific Disability Categories (Indicators 9 and 10);

Child Find: Timely Initial Evaluations (Indicator 11); and

Effective Transition: Part C to B Transition Timelines (Indicator 12), and Secondary Transition Goals (Indicator 13);

Secondary Transition/Post-School Outcomes (Indicator 14a and 14b).

In order to sustain this performance, the East Tallahatchie School District will continue to provide needed 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.

Areas of need (defined as having not met the targets in the SPP) include both compliance and results indicators:

FAPE in the LRE: Graduation Rates (Indicator 1- 19.40%), AMO targets (Indicator 3A), Assessment Performance (Indicator #3- Reading 36.6% and Math 43.9%), Least Restrictive Placement (Indicator #5c) and Indicator #6a, 6b. Effective Transition: Post-School Outcomes (Indicator 14-C. Positively Engaged 80%.

To address the above results Indicators, the East Tallahatchie School District will continue to serve students with disabilities in the regular classrooms as much as possible, only removing them when it is absolutely necessary. Teachers will continue to receive training on how to work with students with disabilities. Students will receive extra tutoring when necessary to help them to be successful in the classroom. All students will be on a traditional diploma track first and will be placed on a different graduation track only as a last resort. Students will be closely monitored to ensure that they are participation in all state mandated testing. Student data will also be monitored to make sure students with disabilities are not being suspended at a higher rate. Functional Behavior Assessments and Behavior Plans will be utilized to help improve student behavior. The East Tallahatchie School District will make a greater effort to successfully transition exiting high school students into Universities or the work force.

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