

IDEA Part B and Preschool Application
Executive Summary and Data Review
SY 2016 – 2017
Grant H027A160108 and H173A160113

The West Tallahatchie School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014. Upon a careful review of the published data, areas of success and areas in need throughout the results and compliance indicators have been identified.

Of the 34 pieces of data publicly reported, West Tallahatchie School District did not meet 9 (26.5 %), met 19 (55.9 %), and 6 (17.6 %) were 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, 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:

- FAPE in the LRE: Statewide Assessments (Indicator 3B – Math) Suspensions/Expulsions (Indicator 4), LRE Placement (Indicator 5), Preschool Placement (Indicator 6), Preschool Outcomes (Indicator 7B, 7C) and Parent Involvement (Indicator 8)
- Disproportionality: Disproportionate Representation in Special Education (Indicator 9) and Disproportionate Representation in Specific Disability Categories (Indicator 10)
- Effective Transition: Part B to C Transition (Indicator 12), Secondary Transition with IEP Goals (Indicator 13)

In order to sustain this performance, West Tallahatchie School District will continue to provide professional development and offer technical assistance. We will also continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal self-monitoring. Specific activities will be outlined in the budget narrative.

Areas of need:

- FAPE in the LRE: Graduation Rates (Indicator 2), Statewide Assessment Proficiency (Indicator 3A, 3B – Reading, and 3C), and Preschool Outcomes (Indicator 7A)
- Effective Transition: Secondary Transition/Post-School Outcomes (Indicator 14)

To address the above results, West Tallahatchie School District will conduct professional development and continue to implement remediation programs. West Tallahatchie School District will also target reading over the next 5 years by offering technical assistance and professional development to both general education and special education teachers as indicated in several areas of the budget narrative. General education and special education teachers will collaborate to develop improvement strategies to improve reading proficiency for all special education students. Strategies will include but are not limited to joint professional development for general and special education teachers as well as the utilization of evidence-based reading

programs. By targeting improved reading proficiency, West Tallahatchie School District will see improvement in reading and math scores as well as improvement in student outcomes.

West Tallahatchie School District will also partner with Vocational Rehabilitation, area colleges, and businesses to ensure students leaving high school are prepared for competitive employment and postsecondary schools.