**Itawamba County School District**

**June 16, 2014 IDEA Part B and Preschool Application**

**Executive Summary and Data Review**

**SY 2014-2015**

**Grant Year 2012-2013**

**Grant H027A140108 and H173A140113**

The Itawamba County School 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, FFY2012, 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, ICSD did not meet 14 (41.2%), met 20 (59%), and one N/A (0%) 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: Dropout Rates (Indicator 2);
* Assessment Participation Rates (Indicator 3B);
* Suspensions and Expulsions (Indicator 4);
* LRE (Indicator 5A and 5B);
* Preschool LRE (Indicator 6);
* Parental Involvement (Indicator 8);
* Disproportionality;
* Disproportionate Representation in Special Education in specific disability categories (Indicators 9 and 10);
* Child Find : Timely Initial Evaluations (Indicator 11);
* Effective Transition: Part C to B Transitions Timelines (Indicator 12); and
* Secondary Transition Goals (Indicator 13).

In order to sustain this performance, ICSD will continue to provide professional development, offer technical support, and continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal self-monitoring activities. These 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 – 37.80%);
* AMO Targets (Indicator 3A);
* Assessment Performance (Indicator 3C – Reading 24.89% and Math 41.70%);
* Preschool Outcomes (Indicator 7);
* Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Education 0%, B. Higher Education/Employed 0%, C. Positively Engaged 54.55%); and
* LRE Placement (Indicator 5)

To address the above results indicators, ICSD will provide

* LETRS training to all special education teachers in grades K-3 in order to help SWDs develop early literacy skills. Special education teachers will have to work closely with general education teachers in order to establish targeted areas of need for each student in reading. Data from weekly and monthly assessments, and other data collected throughout the year will be monitored closely in order to determine growth.
* In-service training and follow-up with local head-starts and private childcare facilities emphasizing the need for growth in these areas: positive and social-emotional skills (including relationships), acquisition and use of knowledge and skills (including early language, communication and early literacy and use of appropriate behaviors to meet their needs. In-service will also include the need for students to be functioning within age expectations.
* A tracking system that will identify the youth who had IEPs, no longer enrolled in secondary school and who are either enrolled in higher education, enrolled in some other postsecondary education, competitively employed, or in some other employment within one year of leaving high school.
* Appropriate postsecondary opportunities and information to students exiting or graduating from secondary schools.
* Information to students/parents about transition fairs in the area to assist them in meeting their postsecondary goals.

The Itawamba County School District recognizes the importance of making data-informed determinations of our effectiveness in meeting State goals through a team-based self-review. ICSD will continue to implement an annual self-assessment of its programs for students with disabilities based on the State Performance Plan/Annual Performance Report (SPP/APR) indicators. ICSD will analyze data, review records and develop improvement plans as it relates to our state indicators and will ensure a FAPE for students with disabilities. The self-review will clearly define the program needs in the district for developing the Individual Education Program to ensure educational benefit. The results of the self assessment based on the SPP/APR indicators will determine how the district will use Federal funds to implement activities that lead to desired results and/or compliance for the SPP/APR indicators.