

July 8, 2014 IDEA Part B and Pre-School Application

Executive Summary and Data Review

SY 2014-2015

Grant H027A140108 and H173A140113

The Tate 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 SY 2014 (see attached SPP/APR District Performance Report, FFY 2012 (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, Tate County School District did not meet 9 (26.5%), met 24 (70.6%), and 1 (2.9%) 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), Statewide Assessment-AMO Targets (Indicator 3A), Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4A and 4B), LRE Placement (Indicator 5A and 5B), Preschool LRE Placement (Indicator 6), Preschool Skills Outcomes (Indicator 7A), Parent 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 Timelines (Indicator 12), Secondary Transition Goals (Indicator 13), and Secondary Transition/Post-School Outcomes (Indicator 14A and 14C).

In order to sustain this performance, Tate 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 having not met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Graduation rates (Indicator 1), Statewide Assessment-Performance (Indicator 3C-Reading 25.32% and Math 36.77%), LRE Placement (Indicator 5C), Preschool Skills Outcomes (Indicator 7B and 7C)
- Effective Transition: Secondary Transition/Post-School Outcomes (Indicator 14B)

To address the above results indicators, Tate County School District will be conducting professional development, partnering with early childhood organizations, and working with the Tate County School District Office of Curriculum and Instruction. Tate County School District will develop a credit recovery procedure to address the graduation rate/Post-School Outcomes rate. Teachers of general education and special education will meet to discuss the lacking objectives/skills needed for each student to pass SATP. The special education teachers will have specific class periods designated to focus on those skills with those students. Tate County School District will work closely with and offer targeted and intensive technical assistance to the special education teachers in the areas of reading and math. The Tate County School District Office of Curriculum and Instruction and the Office of Special Services will collaborate to identify evidence-based, coherent improvement strategies to improve results for children with disabilities. The improvement strategies will be chosen on their ability to be implemented with fidelity and increased within the district. Some improvement strategies include joint trainings for teachers of general educational and special education and development and/or distribution of tools for improvement.