

**June 16, 2016 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2016-2017
Fund 2610: Federal Award Number: H027A160108
Fund 2620: Federal Award Number: H173A160113**

The Choctaw County School District has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2014 as published in June 2016. 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, Choctaw County School District did not meet 9 (27%), met 22 (65%), and 3 (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, & 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/Expulsions (Indicator 4A and 4B), LRE Placement (Indicators 5A, 5B, & 5C), Preschool Placement (Indicator 6), Preschool Skills (Indicators 7B and 7C), and Parent Involvement (Indicator 8);
- Disproportionate 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 (Indicator 12) and Secondary Transition with IEP Goals (Indicator 13).

In order to sustain this performance, Choctaw County School District will continue to provide professional development in critical areas, to offer technical assistance and support to all staff, as well as continue to monitor and supervise the responsibilities of all special education staff which will include internal monitoring and review. Specific activities will be outlined in the budget narrative.

**June 16, 2016 IDEA Part B and PreSchool Application
Executive Summary and Data Review
SY 2016-2017
Fund 2610: Federal Award Number: H027A160108
Fund 2620: Federal Award Number: H173A160113**

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 (Indicator 1), AMO Targets and Proficiency (Indicator 3A and 3C), Preschool Skills (Indicator 7A).
- Effective Transition: Secondary Transition/Post –School for Higher Ed/Employed and Positively Engaged (Indicators 14A, 14B, and 14C).

To address the above results indicators, Choctaw County School District will be offering professional development, collaborating with early childhood programs, and working with the District Office of Curriculum and Instruction. Choctaw County will focus on improving the reading skills of our students over the next two to three years. Reading classes at the Jr. High level will be offered and ACT Prep courses at the high school level will be offered. Students with reading and/or math deficiencies will be identified and provided effective interventions. Literacy coaching and training will be provided for Language/Reading teachers within the district. Choctaw County will focus on promoting positive behavior of all students. Positive behavior strategies will be implemented in order to lower the suspension/expulsion rate. This training will be provided to general education and special education staff. The training topics and strategies will be determined based on assessment data. Professional learning communities will continue to be implemented within the district. This will provide opportunities for all general education and special education teachers to work collaboratively with each other.

The Choctaw County School District plans to see improvement in assessment scores, specifically reading, as a result of the above mentioned efforts. These efforts will have a positive impact on student learning as well as the district meeting all areas of the SPP in the future.