

June 18, 14 IDEA Part B an Preschool Application
Executive Summary and Data Review
SY 2014-2015
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The Pontotoc City 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, FFY 2012 (School Year 2012-2013)). Upon 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, Pontotoc City School District did not meet 11 (32.4%), met 21 (61.8%), and two (5.9%) 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), Assessment Participation Rates (Indicator 3B, 3C math), Suspensions and Expulsions (Indicator 4), LRE Placement (Indicator 5A and 5B), Preschool LRE (Indicator 6A); and Parental Involvement (Indicator 8);
- Disproportionality: 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 Transitions Timelines (Indicator 12), Secondary Transition Goals (Indicator 13), and Post School Outcomes (Indicator 14).

In order to sustain this performance, Pontotoc City 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 – 61.4%), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 39.62% and Math Met), LRE Placement (Indicator 5C), Preschool LRE (Indicator 6B); Preschool Outcomes (Indicator 7)

To address the above results indicators, Pontotoc City School District will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. Identifying needed interventions in reading instruction will be a major focus. Special education teachers will spend a portion of their resource time implementing structured reading programs. To improve the graduation rate, we are using dually-certified teachers at the high school level. More emphasis will be put on professional learning communities with joint collaboration between special education teachers and regular education teachers.