

August 14, 2015 IDEA Part B and Preschool Application  
Executive Summary and Data Review  
SY2015-16  
Webster County School District – 7800  
Grant HA027A150108 and HA173A150113

The Webster County School District (7800) has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2013 as published in July 2015 (see attached SPP/APR District Performance Report FFY 2013, School year 2013-14). Upon a careful review of the published data, areas have been identified related to need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, the Webster County School District did not meet 8 (23.5%), met 20 (58.8%) and six (17.6%) were 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 Rate (Indicators 3C and 3B), Suspensions and Expulsions (Indicator 4), LRE Placement (Indicators 5a, 5b, 5c), Preschool LRE (Indicator 6), and Parental 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 Timeline (Indicator 12, Secondary Transition Goals (Indicator 13) and Post School Outcomes (Indicator 14b).

In order to sustain this performance, the Webster 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 – 43%), AMO Targets (Indicator 3a Reading – no and math - yes), Assessment Performance (Indicator 3c – 40.7%)
- Effective Transition: Post School Outcomes (Indicator 14a – higher education 25%, 14c – Positively Engaged 75%)

To address the above results indicators, the Webster County School District will be conducting professional development, partnering with the Department of Rehabilitation Services (DRS) and local businesses to improve transition and post graduation outcomes; and working closely with building level principals and the curriculum coordinator on early childhood literacy (including LETRS training, literacy coaches and interventions) and curriculum development.

The Webster County School District will work closely with teachers and offer targeted technical assistance to the special education teachers and general education teachers in the areas of reading and transition. Targeting these three (3) indicators will necessitate collaboration between all general education administrators and special education administrators to identify evidenced based strategies to improve the overall quality of the education of students with disabilities. Possible improvement strategies include joint trainings for teachers: intervention strategies in reading and transition plans. Addressing these three (3) indicators will also be evidenced in the budget narrative.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, the Webster County School District plans to see improvement in the quality of education provided to students with disabilities as will be indicated in student outcomes for assessment and transition as reported for the 2015-16 school year.