

# Special Education Performance Determination Report- 2020 0614 CLEVELAND SCHOOL DIST

#### Overview

The Mississippi Department of Education (MDE) is issuing this *Special Education Performance Determination Report* to inform all stakeholders on how well the district is supporting students in special education. The data for this report is based on results and compliance data compiled annually in the Annual Performance Report of the State Performance Plan under the Individuals with Disabilities Education Act (*IDEA*). The State Performance Plan is comprised of 14 items that indicate how well the State is serving students with disabilities. MDE submits an Annual Performance Report on these indicators to the U.S. Department of Education and we publish how well each district has performed on the indicators. A target score for each indicator was set by the MDE with input from the Special Education Advisory Panel when the State Performance Plan was written.

In creating the Special Education Performance Determination Report, MDE considered the totality of the information we have about a district to issue a determination of how well the district is performing on educating students with disabilities. Data considered included the participation and performance of students with disabilities on the administration of the Mississippi Assessment Program; exiting data on students with disabilities who dropped out of school and those who graduated with a regular high school diploma; how much time students with disabilities are educated with their non-disabled peers; and other issues related to district compliance with the *IDEA*. This report is based on data from the 2018-2019 school year.

Data points for the district are separated into two categories: compliance and results. The *compliance data points* are based on how well districts are following the rules of IDEA. Districts will get an overall score for their compliance data. The *results data points* are based on key outcomes for educating students with disabilities. Districts will get an overall score for their results indicators. The district's Special Education Performance Determination is based on an average score of the results and compliance scores. Items will be scored using the following matrix:

Scoring Matrix					
Results I	ndicator Points	Compliance	Indicator Points		
2	State Target Met or Exceeded	2	State Target Met or Exceeded		
1	At State Average or Better, But Not at State Target	0	State Target Not Met		
0	Below State Average				



#### **Determination Levels**

Each district will be determined to be in one of the four levels, prescribed by the U.S. Office of Special Education Programs (OSEP), based on its score. The State Lead for each district will provide differentiated supports to each district based on the individualized needs of each district and its determination.

Determination Level	2020 Report			
Meets Expectations	Score 75% and Above			
Needs Assistance	Score	At least 65% but less than 75%		
Needs Intervention	Score	At least 50% but less than 65%		
Needs Substantial	Score Less than 50%			
Intervention				



## Special Education Performance Determination Report- 2020

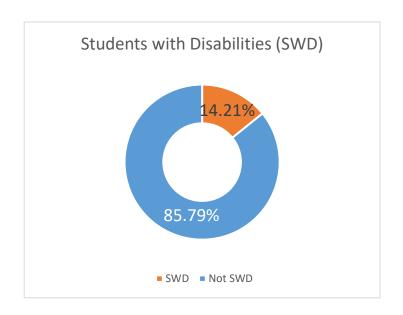
#### 0614 CLEVELAND SCHOOL DIST

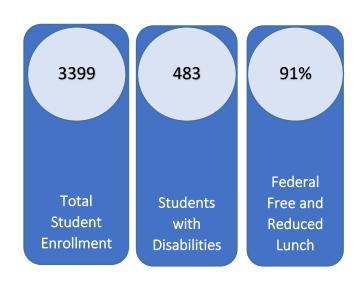
305 MERRITT DRIVE | CLEVELAND, MS

#### **District Overview**

Results Driven Accountability				
Percentage and Determination				
Percentage of Points 75.8%				
Earned				
District Determination	Meets Expectations			

Results and Compliance Overall Scoring	
Results Percentage of Points Earned	51.5%
Compliance Percentage of Points Earned	100.0%





Decembe	Racial Demographics				
Eligibility Category Group		Eligibility Category	Group	Group Name	Group
	Percent		Percent		Percent
Autism	7.7%	Multiple Disabilities	2.3%	Asian	1.3%
Deaf-Blind	0.0%	Orthopedic Impairment	1.2%	Black	70.4%
Developmentally Delayed	11.4%	Other Health Impairment	9.7%	Hispanic	2.5%
Emotional Disability	2.3%	Specific Learning Disability	15.1%	Native American	0.1%
Hearing Impairment	1.4%	Traumatic Brain Injury	0.2%	White	23.1%
Intellectual Disability	8.9%	Visual Impairment	0.6%	Multi-Racial	2.6%
Language/Speech Impairment	39.1%			Pacific Islander	0.1%

NR = Not Reported due to low n-size count



#### IDEA Part B Results Matrix (2018-2019 School Year)

The table below consists of data from the State Performance Plan's Annual Performance Report (SPP/APR). Each item is an indicator of how the State is performing on key aspects of educating students with disabilities as prescribed by the IDEA. The indicators are set by the United States Department of Education's Office of Special Education Programs (OSEP). The State Targets were determined by OSEP requirements, a review of State data over time, and input from the Special Education Advisory Panel. The indicators included below are considered to be results indicators.

Results Matrix Scoring				
Total Number of Results Points Available Total Number	of Results	Points Earned	Percentage	Earned
66	34		51.5	%
SPP/APR Results Indicators	State Target	State Performance	District Performance	District Score
1 Percentage of STUDENTS WITH DISABILITIES who graduated with a standard high school diploma	43.18%	38.37%	40%	1
Percentage of all students who dropped out	N/A	10.1%	13.2%	N/A
2 Percentage of STUDENTS WITH DISABILITIES who dropped out 5 Least Restrictive Environment (LRE) Placement – Percent of age	10.00%	11.10%	80.0%	0
public/private separate schools; residential; homebound; hospital  A Inside the regular class 80% or more of the day	>=	70.27%	78.48%	2
A marketine regular class 60% of more of the day	61.97%		70.4070	_
B Inside the regular class less than 40% of the day	<= 13.48%	12.22%	16.71%	0
C In separate schools, residential facilities, or homebound/hospital placements	<= 1.90%	1.88%	2.03%	0
6 Preschool Settings – Percent of preschool children with IEPs in se	ettings with	typically develo	ping peers	
A Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	>= 65.05%	59.16%	98.86%	2
B Separate special education class, separate school or residentia facility	<= 14.77%	16.27%	0%	2
7 Preschool Skills - Percent of preschool children with improveme emotional skills; (B) acquisition and use of knowledge and skills; a (These skills are measured by the Battelle Developmental Inventor	nd (C) use o		• •	a <b>l</b> -
Outcome A – Positive social-emotional skills	(including	social relationsh	ips)	
<u>Summary Statement 1 (SS1)</u> – Of those preschool children who exited the preschool program below age expectations in <i>positive social-emotional skills</i> , the percent who substantially increased their rate of growth by the time they turned six years old or exited	>= 62.00%	47.30%	0%	0

NR = Not Reported due to low n-size count

the program.



Pere functioning within age expectations in positive social-motional skills by the time they turned six years of age or exited he program  Outcome B – Acquisition and use of knowledge and skills including early language/communication  Immany Statement 1 (SS1) Of those preschool children who kited the preschool program below age expectations in the capuisition and use of knowledge and skills including early increased heir rate of growth by the time they turned six years old or exited he program.  Immany Statement 2 (SS2) The percent of preschool children who are functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Ummany Statement 1 (SS1) Of those preschool children who are time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Ummany Statement 1 (SS1) Of those preschool children who are refunctioning within age expectations in the use of appropriate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  Ummany Statement 2 (SS2) The percent of preschool children who are functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the program.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent wolvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPS; are no longer in secondary school, and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education or competitively employed within a per part of leaving high school  C Enrolled in higher education or in some other post-secondary school or in some other employment within one year of leavin	SPP/APR Results Indicators	State Target	State Performance	District Performance	District Score
Outcome B – Acquisition and use of knowledge and skills including early language/communication  with the preschool program below age expectations in the cquisition and use of knowledge and skills including early language/communication, the percent who substantially increased here ir rate of growth by the time they turned six years old or exited he program.  Outcome C- Use of appropriate behaviors  with the preschool program below age expectations in the acquisition and use of knowledge and skills including early increased here functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by here time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  with the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased here ir rate of growth by the time they turned six years old or exited he program.  Parent Involvement 2 (ISS2) The percent of preschool children who ere functioning within age expectations in the use of appropriate behaviors by the time they turned six years of age or exited the program.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth within one year of leaving high school  A Enrolled in higher education within one year of leaving high school  B Enrolled in higher education or in some other post-secondary school; and who have been employed, enrolled in post-secondary school, on one other employment within one year of leaving high school  C Enrolled in higher education or in some other post-secondary school; and post-secondary school in the	Summary Statement 2 (SS2) The percent of preschool children who	>=	76.58%	78%	1
Outcome B – Acquisition and use of knowledge and skills including early language/communication  ummary Statement 1 (1551) Of those preschool children who skited the preschool program below age expectations in the capusition and use of knowledge and skills including early inguage/communication, the percent who substantially increased neir rate of growth by the time they turned six years old or exited neir program.  ummary Statement 2 (552) The percent of preschool children who rere functioning within age expectations in the acquisition and use fix howledge and skills including early language/communication by the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  ummary Statement 1 (551) Of those preschool children who skited the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years of age or exited the rogram.  Parent Involvement 2 (552) The percent of preschool children who repectal education services who report schools facilitated parent program.  Parent Involvement — Percent of parents with child receiving pecial education services who report schools facilitated parent program in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high school  C Enrolled in higher education or in some other post-secondary school and the program of leaving high scho	were functioning within age expectations in positive social-	87.00%			
Outcome B – Acquisition and use of knowledge and skills including early language/communication  ummary Statement 1 (SS1) Of those preschool children who kited the preschool program below age expectations in the cquisition and use of knowledge and skills including early imaguage/communication, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  ummary Statement 2 (SS2) The percent of preschool children who rere functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by he time they turned six years of age or exited the program.  Outcome C – Use of appropriate behaviors  ummary Statement 1 (SS1) Of those preschool children who witted the preschool program below age expectations in the use of papropriate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  Parent Involvement – Percent of preschool children who rere functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent wolvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high her pogram; or competitively employed or in proved the remployment within one year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in proved the remployment within one year of leaving high school	emotional skills by the time they turned six years of age or exited				
ummary Statement 1 (SS1) Of those preschool children who kited the preschool program below age expectations in the capuisition and use of knowledge and skills including early impugage/communication, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  We refunctioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by neitime they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Unimary Statement 1 (SS1) Of those preschool children who wited the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  Parent Involvement 2 (SS2) The percent of preschool children who rere functioning within age expectations in the use of appropriate behaviors by the time they turned six years old or exited ne program.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent twolvement  A Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had tEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high school  B Enrolled in higher education or in some other post-secondary in the program or competitively employed or in gone other employment within one year of leaving high school	the program				
exited the preschool program below age expectations in the capusition and use of knowledge and skills including early increased heir rate of growth by the time they turned six years old or exited he program.  Immary Statement 2 (SS2) The percent of preschool children who he time they turned six years old or exited he program.  Outcome C- Use of appropriate behaviors  Immary Statement 1 (SS1) Of those preschool children who he time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Immary Statement 1 (SS1) Of those preschool children who he program below age expectations in the use of appropriate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  Immary Statement 2 (SS2) The percent of preschool children who here functioning within age expectations in the use of appropriate behaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent wolvement  A Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth sho had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education or competitively employed within higher education or in some other post-secondary ducation or training program; or competitively employed or in more other employment within one year of leaving high school	Outcome B – Acquisition and use of knowledge and skills	including	early language/	communication	
cquisition and use of knowledge and skills including early inguage/communication, the percent who substantially increased here ir rate of growth by the time they turned six years old or exited he program.  ummary Statement 2 (SS2) The percent of preschool children who rere functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Unterpretation of growth by the time they turned six years old or exited here program below age expectations in the use of propriate behaviors, the percent who substantially increased here functioning within age expectations in the use of appropriate behaviors by the time they turned six years old or exited here functioning within age expectations in the use of appropriate behaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent two language of leaving high school  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  B Enrolled in higher education or competitively employed within ney year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in some other employment within one year of leaving high school	Summary Statement 1 (SS1) Of those preschool children who	>=	60.98%	50%	0
Inguage/communication, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  In a commany Statement 2 (SS2) The percent of preschool children who here functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by he time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  United the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased here ir rate of growth by the time they turned six years old or exited he program.  United the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased here ir rate of growth by the time they turned six years old or exited he program.  Unimany Statement 2 (SS2) The percent of preschool children who ever functioning within age expectations in the use of appropriate behaviors by the time they turned six years of age or exited the program.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high school  B Enrolled in higher education or competitively employed within here year of leaving high school  C Enrolled in higher education or in some other post-secondary ductation or training program; or competitively employed or in the program and the program and the program; or competitively employed or in the program and the p	exited the preschool program below age expectations in the	69.00%			
neir rate of growth by the time they turned six years old or exited he program.	acquisition and use of knowledge and skills including early				
the program.  Immary Statement 2 (SS2) The percent of preschool children who be rere functioning within age expectations in the acquisition and use the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Immary Statement 1 (SS1) Of those preschool children who suited the program below age expectations in the use of appropriate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  Immary Statement 2 (SS2) The percent of preschool children who heir rate of growth by the time they turned six years old or exited he program.  Immary Statement 2 (SS2) The percent of preschool children who here functioning within age expectations in the use of appropriate echaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent prolument  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high >= 27.25% 26.3% 0 chool  B Enrolled in higher education or competitively employed within >= 61.31% 100.0% 2 chool  29.79% 100.0% 2 chool  20.76.26% 100.0% 2 chool  20	language/communication, the percent who substantially increased				
remaining Statement 2 (SS2) The percent of preschool children who remain the support of the street functioning within age expectations in the acquisition and use of knowledge and skills including early language/communication by the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Tournmary Statement 1 (SS1) Of those preschool children who exited the preschool program below age expectations in the use of propriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years old or exited neir rate of growth by the time they turned six years of age or exited the rogram.  Tournmary Statement 2 (SS2) The percent of preschool children who were functioning within age expectations in the use of appropriate echaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  A Enrolled in higher education or competitively employed within per year of leaving high school  C Enrolled in higher education or in some other post-secondary process of leaving high school  C Enrolled in higher education or in some other post-secondary process of leaving high school  C Enrolled in program; or competitively employed or in process of leaving high school	their rate of growth by the time they turned six years old or exited				
rere functioning within age expectations in the acquisition and use f knowledge and skills including early language/communication by the time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors    Summary Statement 1 (SS1)	the program.				
Interest time they turned six years of age or exited the program.  Outcome C- Use of appropriate behaviors  Ummary Statement 1 (SS1) Of those preschool children who program below age expectations in the use of appropriate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited he program.  Ummary Statement 2 (SS2) The percent of preschool children who percent functioning within age expectations in the use of appropriate pehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement — Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School — Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within percent of the program; or competitively employed or in other employment within one year of leaving high school	Summary Statement 2 (SS2) The percent of preschool children who	>=	70.83%	78%	1
Dutcome C- Use of appropriate behaviors    Sammary Statement 1 (SS1) Of those preschool children who   Stited the preschool program below age expectations in the use of propriate behaviors, the percent who substantially increased here rate of growth by the time they turned six years old or exited he program.    Sammary Statement 2 (SS2) The percent of preschool children who percent under the program.   Sammary Statement 2 (SS2) The percent of preschool children who percent under the program of the use of appropriate pehaviors by the time they turned six years of age or exited the rogram.   Sammary Statement 2 (SS2) The percent of preschool children who percent under the program of the use of appropriate pehaviors by the time they turned six years of age or exited the rogram.   Sammary Statement 2 (SS2) The percent of parents with child receiving pecial education services who report schools facilitated parent prolument   Percent of parents with child receiving pecial education services who report schools facilitated parent prolument   Sammary Statement   Sammary Statemen	were functioning within age expectations in the acquisition and use	79.00%			
Outcome C- Use of appropriate behaviors  ummary Statement 1 (SS1) Of those preschool children who kited the preschool program below age expectations in the use of appropriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited neir program.  ummary Statement 2 (SS2) The percent of preschool children who rere functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high school  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary leaving program; or competitively employed or in program; or competitively emp	of knowledge and skills including early language/communication by				
with the prescribed program below age expectations in the use of propriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  with the program below age expectations in the use of propriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  with the program below age expectations in the use of appropriate behaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving program below and program and program below and program and program below and program and program and program below and program	the time they turned six years of age or exited the program.				
xited the preschool program below age expectations in the use of ppropriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  ummary Statement 2 (SS2) The percent of preschool children who vere functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school	Outcome C- Use of appropri	ate behavi	ors	'	
xited the preschool program below age expectations in the use of ppropriate behaviors, the percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  ummary Statement 2 (SS2) The percent of preschool children who vere functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school	Summary Statement 1 (SS1) Of those preschool children who	>=	40.05%	33%	0
percent who substantially increased neir rate of growth by the time they turned six years old or exited ne program.  ummary Statement 2 (SS2) The percent of preschool children who vere functioning within age expectations in the use of appropriate phaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent novolvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school		47.00%			
neir rate of growth by the time they turned six years old or exited the program.    ummary Statement 2 (SS2)   The percent of preschool children who percent functioning within age expectations in the use of appropriate phaviors by the time they turned six years of age or exited the rogram.    Parent Involvement - Percent of parents with child receiving pecial education services who report schools facilitated parent explorement   A Secondary Transition/Post - School Outcomes-Competitive Employment, Enrollment in School - Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school    A Enrolled in higher education within one year of leaving high chool   29.79%     B Enrolled in higher education or competitively employed within ne year of leaving high school   59.12%     C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school   89.09%   100.0%   2					
regret functioning within age expectations in the use of appropriate ehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary endeading program; or competitively employed or in some other employment within one year of leaving high school  C Enrolled in higher education or in some other post-secondary endeading program; or competitively employed or in some other employment within one year of leaving high school	their rate of growth by the time they turned six years old or exited				
rere functioning within age expectations in the use of appropriate rehaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent prolument  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary chool ducation or training program; or competitively employed or in competitively e	the program.				
chaviors by the time they turned six years of age or exited the rogram.  Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent envolvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school	Summary Statement 2 (SS2) The percent of preschool children who	>=	69.57%	78%	2
Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school	were functioning within age expectations in the use of appropriate	77.00%			
Parent Involvement – Percent of parents with child receiving pecial education services who report schools facilitated parent involvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school  100.0%  20.79%  376.26%  100.0%  2 decading high school	behaviors by the time they turned six years of age or exited the				
pecial education services who report schools facilitated parent avolvement  4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School — Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high >= 27.25% 26.3% 0 chool 29.79%  B Enrolled in higher education or competitively employed within no eyear of leaving high school 69.12%  C Enrolled in higher education or in some other post-secondary chocked in higher education or in some other post-secondary school 89.09%  C Enrolled in higher education or in some other post-secondary school 89.09%	program.				
A Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in the other employment within one year of leaving high school	8 Parent Involvement – Percent of parents with child receiving	87.46%	97.31%	100%	2
4 Secondary Transition/Post -School Outcomes-Competitive Employment, Enrollment in School — Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high >= 27.25% 26.3% 0 29.79%  B Enrolled in higher education or competitively employed within ne year of leaving high school 69.12%  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in some other employment within one year of leaving high school	special education services who report schools facilitated parent				
who had IEPs; are no longer in secondary school; and who have been employed, enrolled in post-secondary school, or oth within one year of leaving high school  A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in the other employment within one year of leaving high school	involvement				
A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in the other employment within one year of leaving high school  C Enrolled in higher education or in some other post-secondary secondary the other employment within one year of leaving high school	14 Secondary Transition/Post -School Outcomes-Competitive Empl	oyment, Ei	nrollment in Sch	ool – Percent of	youth
A Enrolled in higher education within one year of leaving high chool  B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in the other employment within one year of leaving high school  29.79%  61.31%  69.12%  76.26%  100.0%  2 Manual of the image of the	who had IEPs; are no longer in secondary school; and who have been	en employ	ed, enrolled in p	ost-secondary sc	hool, or
B Enrolled in higher education or competitively employed within ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in other employment within one year of leaving high school	both within one year of leaving high school				
B Enrolled in higher education or competitively employed within he year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in higher employment within one year of leaving high school  5	A Enrolled in higher education within one year of leaving high	>=	27.25%	26.3%	0
ne year of leaving high school  C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in ome other employment within one year of leaving high school	school	29.79%			
C Enrolled in higher education or in some other post-secondary ducation or training program; or competitively employed or in ome other employment within one year of leaving high school	B Enrolled in higher education or competitively employed within	>=	61.31%	100.0%	2
ducation or training program; or competitively employed or in one other employment within one year of leaving high school	one year of leaving high school	69.12%			
ome other employment within one year of leaving high school	C Enrolled in higher education or in some other post-secondary	>=	76.26%	100.0%	2
	education or training program; or competitively employed or in	89.09%			
CDD/ADD Describe Indicate: Total 47	some other employment within one year of leaving high school				
SPP/APR Results Indicator Total 17		SPI	P/APR Results I	<b>Indicator Total</b>	17



<u>Indicator 3</u> of the SPP/APR focuses on student's participation and performance on Statewide assessments of the Mississippi College and Career Readiness Standards and the DLM Essential Elements for English Language Arts and Mathematics which are Mississippi's alternate achievement standards for students with significant cognitive disabilities. The State reports a single performance score for ELA and a single performance score for math. This report disaggregates that performance score to the individual grade level and a score is given based on the State target set for the content area in the SPP/APR.

Indicator 3: ELA Statewide Assessment Elements (2018-2019 School Year)	State Target	State Perfor- mance	District Perfor- mance	District Score
Percentage of all students participating in ELA/English II Statewide assessments	95%	98.1%	98.4%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in ELA/English II Statewide assessments	95%	97.14%	99.1%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 3	30.92%	23.77%	19.1%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 4	30.92%	23.39%	15.2%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 5	30.92%	18.28%	12.5%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 6	30.92%	11.57%	20.0%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 7	30.92%	13.18%	20.8%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 8	30.92%	13.23%	41.2%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on English II	30.92%	10.81%	24.1%	1
	ELA A	ssessment	Elements	7
			Total	

Indicator 3: Math Statewide Assessment Elements (2018-2019 School Year)	State Target	State Perfor- Mance	District Perfor- mance	District Score
Percentage of all students participating in Math/Algebra I Statewide assessments	95%	98.7%	99.7%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in Math/Algebra I Statewide assessments	95%	96.76%	99.1%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 3	30.55%	29.53%	17.0%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 4	30.55%	25.40%	27.3%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 5	30.55%	17.80%	18.8%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 6	30.55%	16.98%	23.3%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 7	30.55%	18.66%	25.0%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 8	30.55%	15.33%	35.3%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Algebra I	30.55%	12.29%	40.7%	2
	Math A	Assessmer	nt Elements	10
			Total	



### Part B Compliance Matrix (2018-2019 School Year)

The table below consists of data from the *State Performance Plan's Annual Performance Report (SPP/APR)*. Each item is an indicator of how the State is performing on key aspects of educating students with disabilities as prescribed by the IDEA. The indicators are set by the United States Department of Education's Office of Special Education Programs (OSEP). The State Targets were determined by OSEP requirements, a review of State data over time, and input from the Special Education Advisory Panel. The indicators included below are compliance indicators.

#### **Compliance Matrix Scoring**

Total Number of Compliance Points Available	Total Number of Compliance Points Earned	Percentage Earned
14	14	100.0%

Compliance Indicators	State Target	District Performance	Target Met	Score
<b>4A</b> District has a significant discrepancy in the rate of suspensions/expulsions greater than 10 days for STUDENTS WITH DISABILITIES (Special Education rate no more than 2% above regular education rate)	No	No	Yes	2
4B District has a significant discrepancy by race or ethnicity in the rate of suspensions/expulsions greater than 10 days for children with IEPs	No	No	Yes	2
9 Disproportionate Representation in Special Education	No	No	Yes	2
10 Disproportionate Representation in Specific Disability Categories	No	No	Yes	2
11 Child Find – Percent of children determined eligible within 60 days	100%	100%	Yes	2
<b>12</b> Part C to B Transition – Percent of children with IEP by 3 <sup>rd</sup> birthday (Timely evaluations to ensure students being served in Part C First Steps have an IEP on or before their 3 <sup>rd</sup> birthday)	100%	100.0%	Yes	2
13 Secondary Transition with IEP Goals – Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services	100%	100.0%	Yes	2
		Total Poir	nts Earned	14



#### State Results Elements (2018-2019 School Year)

The table below contains district data that indicates how students with and without disabilities are performing on metrics that are predictors of student success. These elements are for reporting purposes only and not scored.

General Results Elements	State Performance	District Performance
Chronic Absenteeism		
Percentage of all students absent 10% or more of time enrolled	13.1%	12.4%
Percentage of STUDENTS WITH DISABILITIES absent 10% or more of time enrolled	17.4%	13.7%
Dual Credit/and or AP Courses		
Percentage of all students enrolled in dual credit and/or AP courses	48.2%	20.8%
Percentage of STUDENTS WITH DISABILITIES enrolled in dual credit and/or AP courses	15.7%	<5%
ACT Score		
Average ACT score for all students	17.6	15.9%
Average ACT score for STUDENTS WITH DISABILITIES	13.9	13.0%
MKAS- Kindergarten		
Percentage of all Kindergarten students scoring as Transitional Reader at the end of Kindergarten	67.4%	68.9%
Percentage of all Kindergarten STUDENTS WITH DISABILITIES scoring as Transitional Reader at	49.6%	64.9%
the end of Kindergarten		
Third Grade Summative Assessment		
Percentage of all students with a final Pass score on 3 <sup>rd</sup> grade summative assessment	84.7%	78.9%
Percentage of STUDENTS WITH DISABILITIES with a final Pass score on 3 <sup>rd</sup> grade summative assessment	54.4%	47.5%