

# Special Education Performance Determination Report- 2020 3420 LAUREL SCHOOL DISTRICT

#### 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 Ir	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			



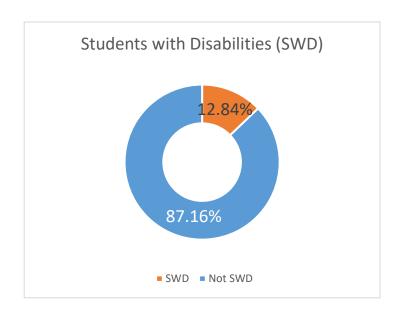
# Special Education Performance Determination Report- 2020 3420 LAUREL SCHOOL DISTRICT

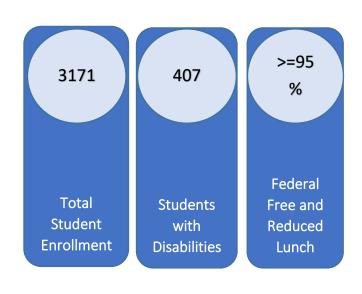
303 West 8th Street | LAUREL, MS

#### **District Overview**

Results Driven Accountability					
Percentage and Determination					
Percentage of Points	70.5%				
Earned					
District Determination	Needs Assistance				

Results and Compliance Overall Scoring	
Results Percentage of Points Earned	40.9%
Compliance Percentage of Points Earned	100.0%





Decembe	er 1, 2018	Child Count Data		Racial Demog	raphics
Eligibility Category	Group	Eligibility Category	Group	Group Name	Group
	Percent		Percent		Percent
Autism	6.6%	Multiple Disabilities	2.0%	Asian	0.5%
Deaf-Blind	0.0%	Orthopedic Impairment	0.2%	Black	85.8%
Developmentally Delayed	9.8%	Other Health Impairment	14.5%	Hispanic	8.7%
Emotional Disability	7.9%	Specific Learning Disability	17.9%	Native American	0.0%
Hearing Impairment	1.0%	Traumatic Brain Injury	0.2%	White	3.4%
Intellectual Disability	4.7%	Visual Impairment	0.0%	Multi-Racial	1.5%
Language/Speech Impairment	35.1%			Pacific Islander	0.0%

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**

Results Matrix So	oring				
Total Number of Results Points Available Total Number of	of Results	Points Earned	Percentage	Earned	
66	27		40.9	%	
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%	58.33%	2	
Percentage of all students who dropped out  2 Percentage of STUDENTS WITH DISABILITIES who dropped out	N/A 10.00%	10.1% 11.10%	8.3% 8.3%	N/A 2	
5 Least Restrictive Environment (LRE) Placement – Percent of age 6 public/private separate schools; residential; homebound; hospital	-21 childre	n removed from	regular class; se	rved in	
A Inside the regular class 80% or more of the day	>= 61.97%	70.27%	62.46%	2	
B Inside the regular class less than 40% of the day	<= 13.48%	12.22%	11.14%	2	
C In separate schools, residential facilities, or homebound/hospital placements	<= 1.90%	1.88%	2.35%	0	
6 Preschool Settings – Percent of preschool children with IEPs in se	ttings 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%	80.3%	2	
B Separate special education class, separate school or residential facility	<= 14.77%	16.27%	12.12%	2	
7 Preschool Skills - Percent of preschool children with improvement in three outcome areas: (A) positive social- emotional skills; (B) acquisition and use of knowledge and skills; and (C) use of appropriate behaviors (These skills are measured by the Battelle Developmental Inventory)					
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

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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  Immary Statement 1 (551) Of those preschool children who xited the preschool program below age expectations in the cquisition and use of knowledge and skills including early increased sheir rate of growth by the time they turned six years old or exited he program.  Immary Statement 2 (552) The percent of preschool children who yere functioning within age expectations in the acquisition and use for 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 (551) Of those preschool children who yere functioning 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.  Outcome C- Use of appropriate behaviors  Ummary Statement 1 (551) Of those preschool children who year of functioning 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 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 school  A Enrolled in higher education or competitively employed within year of leaving high school  C Errolled in higher education or in some other post-secondary year of leaving high school  C Errolled in higher educatio	SPP/APR Results Indicators	State Target	State Performance	District Performance	District Score
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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 ome other employment within one year of leaving high school	special education services who report schools facilitated parent				
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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  69.12%  72.7%  0  89.09%	school	29.79%			
C Enrolled in higher education or in some other post-secondary >= 76.26% 72.7% 0  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%	72.7%	2
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ducation or training program; or competitively employed or in ome other employment within one year of leaving high school		>=	76.26%	72.7%	0
ome other employment within one year of leaving high school	education or training program; or competitively employed or in	89.09%			
	some other employment within one year of leaving high school				
SFF/AFN NESULES INVICATOR TOLAI   ZD		SPI	P/APR Results I	ndicator Total	26



<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%	98.7%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in ELA/English II Statewide assessments	95%	97.14%	94.5%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 3	30.92%	23.77%	10.5%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 4	30.92%	23.39%	8.1%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 5	30.92%	18.28%	9.4%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 6	30.92%	11.57%	6.7%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 7	30.92%	13.18%	15.4%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 8	30.92%	13.23%	7.7%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on English II	30.92%	10.81%	0.0%	0
	ELA A	ssessment	Elements	1
			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%	98.6%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in Math/Algebra I Statewide	95%	96.76%	93.9%	0
assessments				
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 3	30.55%	29.53%	18.9%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 4	30.55%	25.40%	21.6%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 5	30.55%	17.80%	9.4%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 6	30.55%	16.98%	10.0%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 7	30.55%	18.66%	8.3%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 8	30.55%	15.33%	7.7%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Algebra I	30.55%	12.29%	4.3%	0
	Math A	Assessmer	nt Elements	0
			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
<b>4B</b> 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	District
	Performance	Performance
Chronic Absenteeism		
Percentage of all students absent 10% or more of time enrolled	13.1%	14.1%
Percentage of STUDENTS WITH DISABILITIES absent 10% or more of time enrolled	17.4%	20.5%
Dual Credit/and or AP Courses		
Percentage of all students enrolled in dual credit and/or AP courses	48.2%	33.0%
Percentage of STUDENTS WITH DISABILITIES enrolled in dual credit and/or AP courses	15.7%	9.1%
ACT Score		
Average ACT score for all students	17.6	14.6%
Average ACT score for STUDENTS WITH DISABILITIES	13.9	12.2%
MKAS- Kindergarten		
Percentage of all Kindergarten students scoring as Transitional Reader at the end of Kindergarten	67.4%	63.6%
Percentage of all Kindergarten STUDENTS WITH DISABILITIES scoring as Transitional Reader at	49.6%	50.0%
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%	71.0%
Percentage of STUDENTS WITH DISABILITIES with a final Pass score on 3 <sup>rd</sup> grade summative assessment	54.4%	29.4%