

Special Education Performance Determination Report- 2019 2423 PASS CHRISTIAN PUBLIC 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 2017-2018 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					
Resu	ts Indicator Points	Compliand	e Indicator Points		
2	State Target Met or Exceeded	2	State Target Met or Exceeded		
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	2019 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- 2019

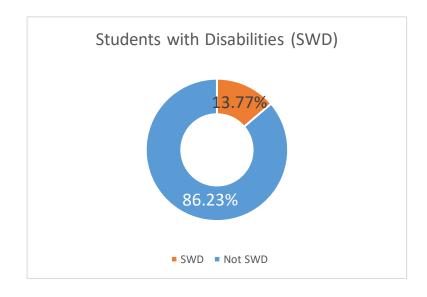
2423 PASS CHRISTIAN PUBLIC SCHOOL DIST

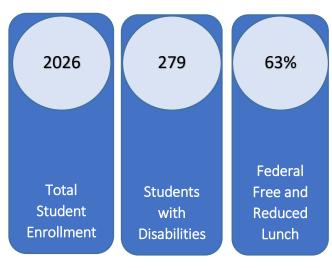
6457 Kiln DeLisle Road | PASS CHRISTIAN, MS

District Overview

Results Driven Accountability Percentage and Determination				
Percentage of Points 85.00% Earned				
District Determination	Meets Expectations			

Results and Compliance Overall Scoring	
Results Percentage of Points Earned	70.00%
Compliance Percentage of Points Earned	100.00%





Decembe	er 1, 2018 (Child Count Data		Racial Demog	raphics
Eligibility Category	Group	Eligibility Category	Group	Group Name	Group
	Percent		Percent		Percent
Autism	11.1%	Multiple Disabilities	3.2%	Asian	2.1%
Deaf-Blind	0.0%	Orthopedic Impairment	0.7%	Black	28.7%
Developmentally Delayed	3.9%	Other Health Impairment	21.9%	Hispanic	1.7%
Emotional Disability	7.5%	Specific Learning Disability	19.4%	Native American	0.4%
Hearing Impairment	0.7%	Traumatic Brain Injury	0.0%	White	61.0%
Intellectual Disability	7.2%	Visual Impairment	0.7%	Multi-Racial	6.0%
Language/Speech Impairment	23.7%			Pacific Islander	0.0%



IDEA Part B Results Matrix (2017-2018 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
60	42		70.00)%
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	38.78%	36.39%	50%	2
Percentage of all students who dropped out	N/A	10.8%	5.3%	N/A
2 Percentage of STUDENTS WITH DISABILITIES who dropped out	10.00%	9.72%	0.0%	2
5 Least Restrictive Environment (LRE) Placement – Percent of age 6 public/private separate schools; residential; homebound; hospital				
A Inside the regular class 80% or more of the day	>= 61.47%	65.28%	56.92%	0
B Inside the regular class less than 40% of the day	<= 13.98%	13.89%	14.62%	0
C In separate schools, residential facilities, or	<=	1.92%	0.4%	2
homebound/hospital placements	1.97%			
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	>= 65.00%	58.42%	76.92%	2
B Separate special education class, separate school or residential facility	<= 14.82%	17.32%	0%	2
7 Preschool Skills - Percent of preschool children with improvement emotional skills; (B) acquisition and use of knowledge and skills; are (These skills are measured by the Battelle Developmental Inventor	d (C) use o y)	of appropriate be	haviors	ıl-
Outcome A – Positive social-emotional skills	(including		-	
<u>Summary Statement 1 (SS1)</u> – Of those preschool children who exited the preschool program below age expectations in <i>positive</i> social-emotional skills, the percent who substantially increased	>= 61.00%	48.25%	NR	NR

NR = Not Reported due to low n-size count

their rate of growth by the time they turned six years old or exited

the program.



rere 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 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 their 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 here 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 Unimary Statement 1 (SS1) Of those preschool children who here functioning within age expectations in the use of proporpiate behaviors, the percent who substantially increased heir rate of growth by the time they turned six years old or exited here program. Outcome C- Use of appropriate behaviors Parent Involvement 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 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, on thirthin one year of leaving high school A Enrolled in higher education or competitively employed within here are of the program; or competitively employed or in the post-secondary school in the post-second	SPP/APR Results Indicators	State Target	State Performance	District Performance	District Score
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SPP/APR Results Indicator Total 21		SPI	P/APR Results I	ndicator Total	21



<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 (2017-2018 School Year)	State Target	State Perfor- mance	District Perfor- mance	District Score
Percentage of all students participating in ELA/English II Statewide assessments	95%	99.05%	99.1%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in ELA/English II Statewide assessments	95%	97.46%	98.5%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 3	24.41%	22.25%	35.3%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 4	24.41%	21.44%	21.4%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 5	24.41%	13.61%	22.2%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 6	24.41%	14.69%	20.0%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 7	24.41%	10.17%	38.1%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 8	24.41%	10.94%	16.7%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on English II	24.41%	11.04%	27.3%	2
	ELA A	ssessment	Elements	11
			Total	

Indicator 3: Math Statewide Assessment Elements (2017-2018 School Year)	State Target	State Perfor- Mance	District Perfor- mance	District Score
Percentage of all students participating in Math/Algebra I Statewide assessments	95%	98.8%	99.1%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in Math/Algebra I Statewide	95%	97.30%	97.7%	2
assessments				
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 3	23.97%	26.98%	29.4%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 4	23.97%	20.74%	21.4%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 5	23.97%	14.13%	22.2%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 6	23.97%	16.23%	15.0%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 7	23.97%	16.33%	33.3%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 8	23.97%	11.42%	11.1%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Algebra I	23.97%	11.26%	27.3%	2
	Math A	Assessmer	nt Elements	10
			Total	



Part B Compliance Matrix (2017-2018 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	100.00%

Compliance Indicators	State Target	District Performance	Target Met	Score
4A 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
12 Part C to B Transition – Percent of children with IEP by 3 rd birthday (Timely evaluations to ensure students being served in Part C First Steps have an IEP on or before their 3 rd birthday)	100%	100%	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 (2017-2018 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	16.9%	9.7%
Percentage of STUDENTS WITH DISABILITIES absent 10% or more of time enrolled	21.8%	16.4%
Dual Credit/and or AP Courses		
Percentage of all students enrolled in dual credit and/or AP courses	39.7%	41.5%
Percentage of STUDENTS WITH DISABILITIES enrolled in dual credit and/or AP courses	15.37%	9.4%
ACT Score		
Average ACT score for all students	17.8	20.6%
Average ACT score for STUDENTS WITH DISABILITIES	14.3	15.5%
MKAS- Kindergarten		
Percentage of all Kindergarten students scoring as Transitional Reader at the end of Kindergarten	59.9%	69.0%
Percentage of all Kindergarten STUDENTS WITH DISABILITIES scoring as Transitional Reader at	42.7%	61.5%
the end of Kindergarten		
Third Grade Summative Assessment		
Percentage of all students with a final Pass score on 3 rd grade summative assessment	95.8%	97.6%
Percentage of STUDENTS WITH DISABILITIES with a final Pass score on 3 rd grade summative assessment	81.8%	82.4%