



# Special Education Performance Determination Report- 2020

## 2220 GRENADA 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 Indicator 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                                 |                             |                              |

*NR = Not Reported due to low n-size count*

### 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             | <i>Score</i> | <i>75% and Above</i>                  |
| Needs Assistance               | <i>Score</i> | <i>At least 65% but less than 75%</i> |
| Needs Intervention             | <i>Score</i> | <i>At least 50% but less than 65%</i> |
| Needs Substantial Intervention | <i>Score</i> | <i>Less than 50%</i>                  |

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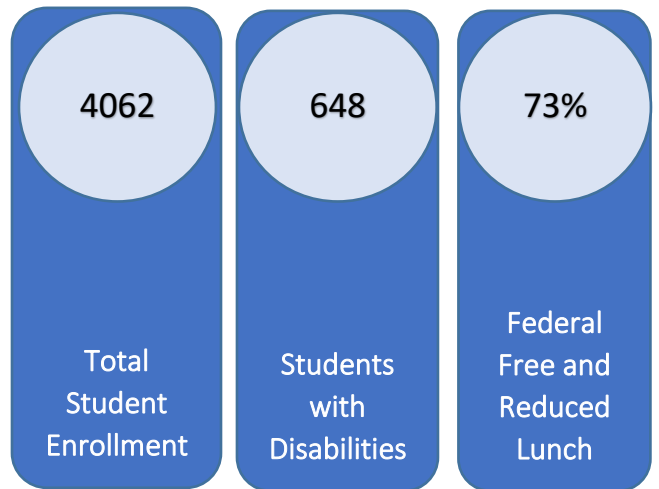
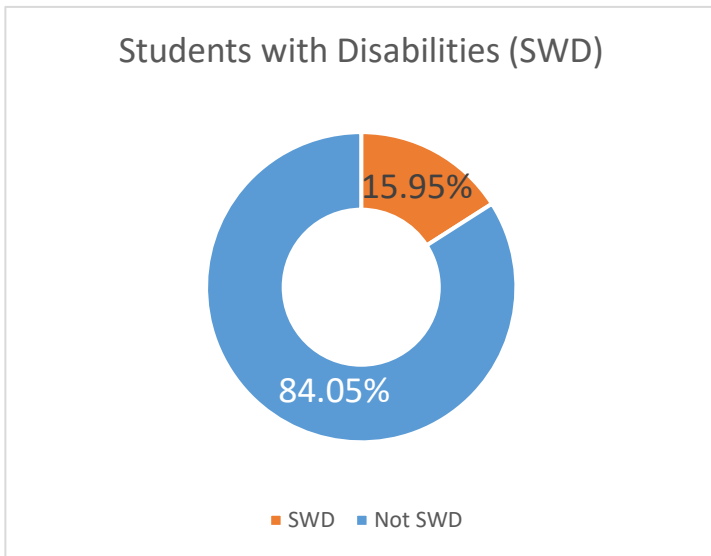
2220 GRENADA SCHOOL DIST

253 SOUTH MAIN STREET | GRENADA, MS

## District Overview

| Results Driven Accountability<br>Percentage and Determination |                         |
|---|-------------------------|
| Percentage of Points Earned                                   | <b>70.5%</b>            |
| District Determination  | <b>Needs Assistance</b> |

| Results and Compliance<br>Overall Scoring |        |
|---|--------|
| Results Percentage of Points Earned       | 40.9%  |
| Compliance Percentage of Points Earned    | 100.0% |



| December 1, 2018 Child Count Data |               |                              |               | Racial Demographics |               |
|-----------------------------------|---------------|------------------------------|---------------|---------------------|---------------|
| Eligibility Category              | Group Percent | Eligibility Category         | Group Percent | Group Name          | Group Percent |
| Autism                            | 14.7%         | Multiple Disabilities        | 2.3%          | Asian               | 0.3%          |
| Deaf-Blind                        | 0.0%          | Orthopedic Impairment        | 0.6%          | Black               | 48.4%         |
| Developmentally Delayed           | 9.6%          | Other Health Impairment      | 26.5%         | Hispanic            | 0.6%          |
| Emotional Disability              | 3.2%          | Specific Learning Disability | 10.8%         | Native American     | 0.1%          |
| Hearing Impairment                | 1.5%          | Traumatic Brain Injury       | 0.2%          | White               | 48.2%         |
| Intellectual Disability           | 7.6%          | Visual Impairment            | 0.5%          | Multi-Racial        | 2.4%          |
| Language/Speech Impairment        | 22.5%         |                              |               | Pacific Islander    | 0.0%          |

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## 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                                       | 27                                    | 40.9%             |

| SPP/APR Results Indicators   | State Target | State Performance | District Performance | District Score |
|--|--------------|-------------------|----------------------|----------------|
| <b>1 Percentage of STUDENTS WITH DISABILITIES who graduated with a standard high school diploma</b>  | 43.18%       | 38.37%            | 21.05%               | 0              |
| Percentage of all students who dropped out   | N/A          | 10.1%             | 8.1%                 | N/A            |
| <b>2 Percentage of STUDENTS WITH DISABILITIES who dropped out</b>  | 10.00%       | 11.10%            | 18.2%                | 0              |
| <b>5 Least Restrictive Environment (LRE) Placement – Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital</b>  |              |                   |                      |                |
| <b>A</b> Inside the regular class 80% or more of the day   | >= 61.97%    | 70.27%            | 72.03%               | 2              |
| <b>B</b> Inside the regular class less than 40% of the day   | <= 13.48%    | 12.22%            | 19.2%                | 0              |
| <b>C</b> In separate schools, residential facilities, or homebound/hospital placements   | <= 1.90%     | 1.88%             | 0.91%                | 2              |
| <b>6 Preschool Settings – Percent of preschool children with IEPs in settings with typically developing peers</b>  |              |                   |                      |                |
| <b>A</b> Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program   | >= 65.05%    | 59.16%            | 67.33%               | 2              |
| <b>B</b> Separate special education class, separate school or residential facility   | <= 14.77%    | 16.27%            | 25.74%               | 0              |
| <b>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)</b> |              |                   |                      |                |
| <b>Outcome A – Positive social-emotional skills (including social relationships)</b>   |              |                   |                      |                |
| <b>Summary Statement 1 (SS1) – Of those preschool children who exited the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned six years old or exited the program.</b>              | >= 62.00%    | 47.30%            | 43%                  | 0              |

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| SPP/APR Results Indicators  | State Target | State Performance | District Performance | District Score |
|---|--------------|-------------------|----------------------|----------------|
| <u>Summary Statement 2 (SS2)</u> The percent of preschool children who were functioning within age expectations in <i>positive social-emotional skills</i> by the time they turned six years of age or exited the program   | >= 87.00%    | 76.58%            | 65%                  | 0              |
| <b>Outcome B – Acquisition and use of knowledge and skills including early language/communication</b>   |              |                   |                      |                |
| <u>Summary Statement 1 (SS1)</u> Of those preschool children who exited the preschool program below age expectations in the <i>acquisition and use of knowledge and skills including early language/communication</i> , the percent who substantially increased their rate of growth by the time they turned six years old or exited the program. | >= 69.00%    | 60.98%            | 65%                  | 1              |
| <u>Summary Statement 2 (SS2)</u> The percent of preschool children who were functioning within age expectations in the <i>acquisition and use of knowledge and skills including early language/communication</i> by the time they turned six years of age or exited the program.  | >= 79.00%    | 70.83%            | 69%                  | 0              |
| <b>Outcome C- Use of appropriate behaviors</b>  |              |                   |                      |                |
| <u>Summary Statement 1 (SS1)</u> Of those preschool children who exited the preschool program below age expectations in the <i>use of appropriate behaviors</i> , the percent who substantially increased their rate of growth by the time they turned six years old or exited the program.   | >= 47.00%    | 40.05%            | 40%                  | 0              |
| <u>Summary Statement 2 (SS2)</u> The percent of preschool children who were functioning within age expectations in the <i>use of appropriate behaviors</i> by the time they turned six years of age or exited the program.  | >= 77.00%    | 69.57%            | 54%                  | 0              |
| <b>8 Parent Involvement – Percent of parents with child receiving special education services who report schools facilitated parent involvement</b>  | 87.46%       | 97.31%            | 98.99%               | 2              |
| <b>14 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 both within one year of leaving high school</b>   |              |                   |                      |                |
| <b>A</b> Enrolled in higher education within one year of leaving high school  | >= 29.79%    | 27.25%            | 27.3%                | 1              |
| <b>B</b> Enrolled in higher education or competitively employed within one year of leaving high school  | >= 69.12%    | 61.31%            | 76.9%                | 2              |
| <b>C</b> Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school   | >= 89.09%    | 76.26%            | 84.6%                | 1              |
| <b>SPP/APR Results Indicator Total</b>  |              |                   |                      | <b>13</b>      |

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**Indicator 3** 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.

| <b>Indicator 3: ELA Statewide Assessment Elements (2018-2019 School Year)</b>                  | <b>State Target</b> | <b>State Performance</b>      | <b>District Performance</b> | <b>District Score</b> |
|--|---------------------|-------------------------------|-----------------------------|-----------------------|
| Percentage of all students participating in ELA/English II Statewide assessments               | 95%                 | 98.1%                         | 96.7%                       | N/A                   |
| Percentage of STUDENTS WITH DISABILITIES participating in ELA/English II Statewide assessments | 95%                 | 97.14%                        | 98.0%                       | 2                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 3          | 30.92%              | 23.77%                        | 15.6%                       | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 4          | 30.92%              | 23.39%                        | 33.3%                       | 2                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 5          | 30.92%              | 18.28%                        | 12.8%                       | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 6          | 30.92%              | 11.57%                        | 10.9%                       | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 7          | 30.92%              | 13.18%                        | 15.0%                       | 1                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 8          | 30.92%              | 13.23%                        | 17.1%                       | 1                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on English II             | 30.92%              | 10.81%                        | 16.1%                       | 1                     |
|  |                     | ELA Assessment Elements Total |                             | 7                     |

| <b>Indicator 3: Math Statewide Assessment Elements (2018-2019 School Year)</b>                 | <b>State Target</b> | <b>State Performance</b>       | <b>District Performance</b> | <b>District Score</b> |
|--|---------------------|--------------------------------|-----------------------------|-----------------------|
| Percentage of all students participating in Math/Algebra I Statewide assessments               | 95%                 | 98.7%                          | 99.0%                       | N/A                   |
| Percentage of STUDENTS WITH DISABILITIES participating in Math/Algebra I Statewide assessments | 95%                 | 96.76%                         | 98.3%                       | 2                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 3         | 30.55%              | 29.53%                         | 24.4%                       | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 4         | 30.55%              | 25.40%                         | 49.1%                       | 2                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 5         | 30.55%              | 17.80%                         | 17.9%                       | 1                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 6         | 30.55%              | 16.98%                         | 13.0%                       | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 7         | 30.55%              | 18.66%                         | 30.0%                       | 1                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 8         | 30.55%              | 15.33%                         | 8.8%                        | 0                     |
| Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Algebra I              | 30.55%              | 12.29%                         | 28.6%                       | 1                     |
|  |                     | Math Assessment Elements Total |                             | 7                     |

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## 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         |
| <b>9</b> Disproportionate Representation in Special Education  | No           | No                   | Yes        | 2         |
| <b>10</b> Disproportionate Representation in Specific Disability Categories  | No           | No                   | Yes        | 2         |
| <b>11</b> 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         |
| <b>13</b> 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         |
| <b>Total Points Earned</b>   |              |                      |            | <b>14</b> |

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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 |
|---|-------------------|----------------------|
| <b>Chronic Absenteeism</b>  |                   |                      |
| Percentage of all students absent 10% or more of time enrolled  | 13.1%             | 11.8%                |
| Percentage of STUDENTS WITH DISABILITIES absent 10% or more of time enrolled  | 17.4%             | 17.7%                |
| <b>Dual Credit/and or AP Courses</b>  |                   |                      |
| Percentage of all students enrolled in dual credit and/or AP courses  | 48.2%             | 35.7%                |
| Percentage of STUDENTS WITH DISABILITIES enrolled in dual credit and/or AP courses                                  | 15.7%             | <5%                  |
| <b>ACT Score</b>  |                   |                      |
| Average ACT score for all students  | 17.6              | 17.7%                |
| Average ACT score for STUDENTS WITH DISABILITIES  | 13.9              | 14.3%                |
| <b>MKAS- Kindergarten</b>   |                   |                      |
| Percentage of all Kindergarten students scoring as Transitional Reader at the end of Kindergarten                   | 67.4%             | 69.9%                |
| Percentage of all Kindergarten STUDENTS WITH DISABILITIES scoring as Transitional Reader at the end of Kindergarten | 49.6%             | 47.7%                |
| <b>Third Grade Summative Assessment</b>   |                   |                      |
| Percentage of all students with a final Pass score on 3 <sup>rd</sup> grade summative assessment                    | 84.7%             | 93.7%                |
| Percentage of STUDENTS WITH DISABILITIES with a final Pass score on 3 <sup>rd</sup> grade summative assessment      | 54.4%             | 68.3%                |

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