

Special Education Performance Determination Report- 2018

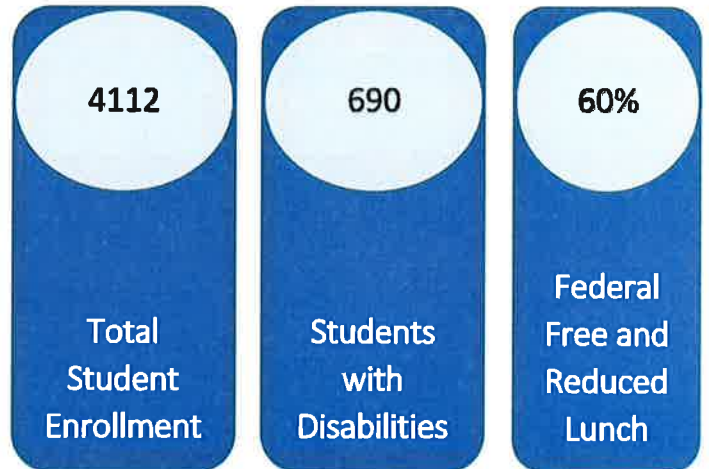
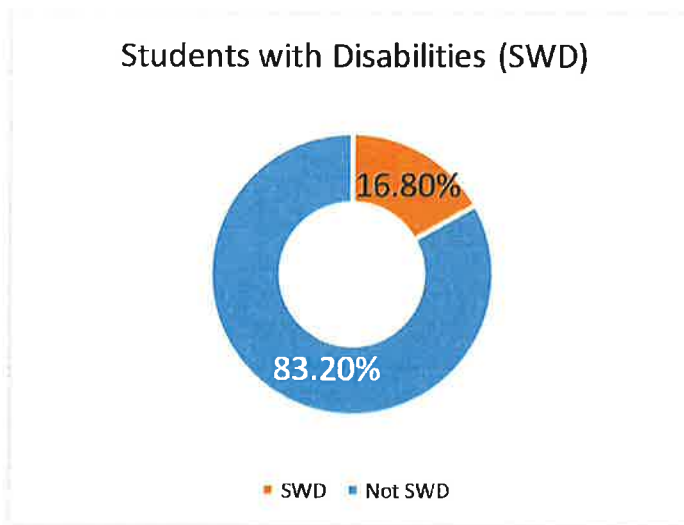
1821 PETAL SCHOOL DIST

115 HIGHWAY 42 EAST | PETAL, MS

District Overview

Results Driven Accountability Percentage and Determination	
Percentage of Points Earned	79.22%
District Determination	Meets Expectations

Results and Compliance Overall Scoring	
Results Percentage of Points Earned	72.73%
Compliance Percentage of Points Earned	85.71%



December 1, 2017 Child Count Data				Racial Demographics	
Eligibility Category	Group Percent	Eligibility Category	Group Percent	Group Name	Group Percent
Autism	8.7%	Multiple Disabilities	3.3%	Asian	1.1%
Deaf-Blind	0.0%	Orthopedic Impairment	0.4%	Black	17.3%
Developmentally Delayed	4.8%	Other Health Impairment	22.2%	Hispanic	3.7%
Emotional Disability	4.3%	Specific Learning Disability	18.7%	Native American	0.2%
Hearing Impairment	0.9%	Traumatic Brain Injury	0.1%	White	74.6%
Intellectual Disability	1.4%	Visual Impairment	0.4%	Multi-Racial	3.0%
Language/Speech Impairment	34.6%			Pacific Islander	0.1%

NR = Not Reported due to low n-size count

IDEA Part B Results Matrix (2016-2017 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	48	72.73%		
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	81.0%	34.7%	54.6%	1
Percentage of all students who dropped out	N/A	10.8%	14%	N/A
2 Percentage of STUDENTS WITH DISABILITIES who dropped out	10%	9%	3.3%	2
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				
A Inside the regular class 80% or more of the day	>= 60.97%	63.01%	71.59%	2
B Inside the regular class less than 40% of the day	<= 14.48%	15.09%	10.63%	2
C In separate schools, residential facilities, or homebound/hospital placements	<= 2.04%	1.87%	1%	2
6 Preschool Settings – Percent of preschool children with IEPs in settings with typically developing peers				
A Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	>= 64.95%	62.49%	73.86%	2
B Separate special education class, separate school or residential facility	<= 14.87%	16.93%	15.91%	1
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 relationships)				
Summary Statement 1 (SS1) – 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 the program.	>= 60.00%	49.80%	0%	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	>= 85.00%	78.44%	77%	0
Outcome B – Acquisition and use of knowledge and skills including early language/communication				
<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.	>= 67.00%	61.80%	67%	2
<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.	>= 77.00%	72.43%	92%	2
Outcome C- Use of appropriate behaviors				
<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.	>= 45.00%	38.06%	33%	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.	>= 75.00%	70.68%	85%	2
8 Parent Involvement – Percent of parents with child receiving special education services who report schools facilitated parent involvement	83.46%	97.19%	97.6%	2
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				
A Enrolled in higher education within one year of leaving high school	>= 27.79%	27.79%	40.00%	2
B Enrolled in higher education or competitively employed within one year of leaving high school	>= 67.12%	67.12%	76.67%	2
C 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	>= 85.09%	85.09%	83.33%	0
SPP/APR Results Indicator Total				24

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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.

Indicator 3: ELA Statewide Assessment Elements (2016-2017 School Year)	State Target	State Performance	District Performance	District Score
Percentage of all students participating in ELA/English II Statewide assessments	95%	99%	99.3%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in ELA/English II Statewide assessments	95%	98%	99.41%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 3	17.9%	14.59%	28.13%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 4	17.9%	10.15%	21.88%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 5	17.9%	10.93%	22.22%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 6	17.9%	8.73%	11.90%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 7	17.9%	5.60%	9.76%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on ELA – Grade 8	17.9%	6.05%	16.22%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on English II	17.9%	7.17%	12.73%	1
		ELA Assessment Elements		12
		Total		

Indicator 3: Math Statewide Assessment Elements (2016-2017 School Year)	State Target	State Performance	District Performance	District Score
Percentage of all students participating in Math/Algebra I Statewide assessments	95%	99%	99.59%	N/A
Percentage of STUDENTS WITH DISABILITIES participating in Math/Algebra I Statewide assessments	95%	98%	99.71%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 3	17.39%	18.29%	40.63%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 4	17.39%	12.55%	29.69%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 5	17.39%	9.12%	16.67%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 6	17.39%	7.65%	7.14%	0
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 7	17.39%	9.35%	28.57%	2
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Math – Grade 8	17.39%	6.55%	10.81%	1
Percentage of STUDENTS WITH DISABILITIES scoring proficient or above on Algebra I	17.39%	6.22%	18.87%	2
		Math Assessment Elements		12
		Total		

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Part B Compliance Matrix (2016-2017 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	12	85.71%

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%	86%	No	0
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 Points Earned	12

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State Results Elements (2016-2017 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	14.6%	10.6%
Percentage of STUDENTS WITH DISABILITIES absent 10% or more of time enrolled	19.4%	17.0%
Dual Credit/and or AP Courses		
Percentage of all students enrolled in dual credit and/or AP courses	38%	43.2%
Percentage of STUDENTS WITH DISABILITIES enrolled in dual credit and/or AP courses	9%	10.8%
ACT Score		
Average ACT score for all students	18.0	20.2%
Average ACT score for STUDENTS WITH DISABILITIES	14.4	15.9%
MKAS- Kindergarten		
Percentage of all Kindergarten students scoring as Transitional Reader at the end of Kindergarten	67.3%	84.0%
Percentage of all Kindergarten STUDENTS WITH DISABILITIES scoring as Transitional Reader at the end of Kindergarten	51.3%	67.2%
Third Grade Summative Assessment		
Percentage of all students with a final Pass score on 3 rd grade summative assessment	95.2%	97.3%
Percentage of STUDENTS WITH DISABILITIES with a final Pass score on 3 rd grade summative assessment	78.8%	90.2%

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