

Poquoson City Public Schools

FFY 2020 Special Education

Performance Report

Poquoson City Public Schools
 500 City Hall Avenue, Room 214
 Poquoson, Virginia 23662

The *Individuals with Disabilities Education Act* (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the State and the divisions met state targets described in the State’s special education [State Performance Plan/Annual Performance Report](#). This report compares the division’s performance to the State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
|--------|--------------------------|
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

Indicator 1: Graduation

| Indicator Description | 2020-2021 Division Performance (based on data from 2019-2020) | 2020-2021 State Target | State Target Met |
|---|---|------------------------|------------------------------|
| Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥70.74% | Too few students to evaluate |

Indicator 2: Dropouts

| Indicator Description | 2020-2021 Division Performance (based on data from 2019-2020) | 2020-2021 State Target | State Target Met |
|---|---|------------------------|------------------------------|
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.66% | Too few students to evaluate |

Indicator 3: Participation and Performance on Statewide Assessments

3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------|
| Grade 4 | 65.00% | ≥95.00% | No |
| Grade 8 | 35.29% | ≥95.00% | No |
| High School | 100% | ≥95.00% | Yes |

3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------|
| Grade 4 | 65.00% | ≥95.00% | No |
| Grade 8 | 35.29% | ≥95.00% | No |
| High School | 85.00% | ≥95.00% | No |

3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | 54.55% | ≥38.05% | Yes |
| Grade 8 | ≤10 Students | ≥30.68% | Too few students to evaluate |
| High School | ≤10 Students | ≥47.95% | Too few students to evaluate |

3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | 54.55% | $\geq 27.95\%$ | Yes |
| Grade 8 | ≤ 10 Students | $\geq 21.75\%$ | Too few students to evaluate |
| High School | 52.94% | $\geq 37.60\%$ | Yes |

3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | ≤ 10 Students | $\geq 86.80\%$ | Too few students to evaluate |
| Grade 8 | ≤ 10 Students | $\geq 81.09\%$ | Too few students to evaluate |
| High School | ≤ 10 Students | $\geq 81.30\%$ | Too few students to evaluate |

3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | ≤ 10 Students | $\geq 89.17\%$ | Too few students to evaluate |
| Grade 8 | ≤ 10 Students | $\geq 81.94\%$ | Too few students to evaluate |
| High School | ≤ 10 Students | $\geq 77.51\%$ | Too few students to evaluate |

3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | 35.36% | ≤29.67% | No |
| Grade 8 | ≤10 Students | ≤38.53% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.54% | Too few students to evaluate |

3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|-------------|--------------------------------|------------------------|------------------------------|
| Grade 4 | 24.16% | ≤27.34% | Yes |
| Grade 8 | ≤10 Students | ≤34.21% | Too few students to evaluate |
| High School | 13.73% | ≤22.27% | Yes |

Indicator 4: Suspension/Expulsion

| Indicator Description | 2020-2021 Significant Discrepancy Determination |
|--|--|
| 4a. Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. | No |
| 4a. The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Target – 0% | Not identified with significant discrepancy for Indicator 4a |
| 4b. Division identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. | No |
| 4b. The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Target – 0% | Not identified with significant discrepancy for Indicator 4b |

Indicator 5: Education Environments (Children Age 5 (Kindergarten) – 21)

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|--|--------------------------------|------------------------|------------------|
| 5a. Students included in regular classroom 80% or more of the day | 80.95% | ≥71.60% | Yes |
| 5b. Students included in regular classroom less than 40% of the day | 11.90% | ≤8.40% | No |
| 5c. Students served in separate public or private school, residential, home-based, or hospital facility | 4.29% | ≤3.91% | No |

Indicator 6: Preschool Environments

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|---|--------------------------------|------------------------|------------------|
| 6a. Percent of children with IEPs aged 3 through 5 who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.65% | No |
| 6b. Percent of children with IEPs aged 3 through 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 63.16% | ≤38.85% | No |
| 6c. Percent of children with IEPs aged 3 through 5 who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.27% | Yes |

Indicator 7: Preschool Outcomes

7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|--|--------------------------------|------------------------|------------------------------|
| A1. Percent entered below age expectations | ≤10 Students | ≥91.25% | Too few students to evaluate |
| A2. Percent functioning within age expectations | ≤10 Students | ≥55.00% | Too few students to evaluate |

7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|---|--------------------------------|------------------------|------------------------------|
| B1. Percent entered below age expectations | ≤10 Students | ≥94.25% | Too few students to evaluate |
| B2. Percent functioning within age expectations | ≤10 Students | ≥38.00% | Too few students to evaluate |

7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|---|--------------------------------|------------------------|------------------------------|
| C1. Percent entered below age expectations | ≤10 Students | ≥91.25% | Too few students to evaluate |
| C2. Percent functioning within age expectations | ≤10 Students | ≥61.00% | Too few students to evaluate |

Indicator 8: Parent Involvement

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|---|--------------------------------|------------------------|------------------|
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.47% | ≥80.00% | Yes |

Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2020-2021 Disproportionate Representation Determination |
|---|---|
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0% | Not identified with disproportionate representation for Indicator 9 |

Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2020-2021 Disproportionate Representation Determination |
|---|--|
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0% | Not identified with disproportionate representation for Indicator 10 |

Indicator 11: Timeline for Eligibility

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|--|--------------------------------|------------------------|------------------|
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 100% | 100% | Yes |

Indicator 12: Part C to Part B Transition

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|--|--------------------------------|------------------------|------------------|
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Yes |

Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|--|--------------------------------|------------------------|------------------|
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2020-2021 Division Performance | 2020-2021 State Target | State Target Met |
|---|--------------------------------|------------------------|------------------------------|
| 14a. Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥35.50% | Too few students to evaluate |
| 14b. Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥65.50% | Too few students to evaluate |
| 14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | ≤10 Students | ≥72.50% | Too few students to evaluate |