# Amelia County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Amelia County Public Schools  
8701 Otterburn Road, Suite 101   
Amelia, Virginia 23002

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.85% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.17% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.73% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.39% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 59.09% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 60% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 60% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 73.33% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 93.55% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.38% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 38.46% | ≥65.0% | No |
| **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 | 53.85% | ≥72.0% | No |

# Bath County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Bath County Public Schools  
12145 Sam Snead Hwy. U.S. Route 220 N   
Warm Springs, Virginia 24484

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.49% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.54% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 84.21% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Bland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Bland County Public Schools  
361 Bears Trail   
Bastian, Virginia 24314

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.54% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.41% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.84% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.92% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 70.37% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 92.86% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | ≤ 10 Students | 100% | Yes |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥65.0% | Yes |
| **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 | 85.71% | ≥72.0% | Yes |

# Brunswick County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Brunswick County Public Schools  
1718 Farmer's Field Road   
Lawrenceville, Virginia 23868

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.54% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.60% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.98% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.79% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.69% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 69.23% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤ 10 Students | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥65.0% | No |
| **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 | 50% | ≥72.0% | No |

# Charles City County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Charles City County Public Schools  
10910 Courthouse Rd   
Charles City, Virginia 23030

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 43.88% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.22% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.22% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 83.33% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 5.56% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | No students referred from Part C | 100% | No students referred from Part C |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Charlotte County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Charlotte County Public Schools  
250 Legrande Ave, Suite E   
Charlotte Court House, Virginia 23923

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 38.46% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 71.31% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 2.11% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.91% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 60% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 15% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 90.63% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 80% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80% | ≥65.0% | Yes |
| **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 | 80% | ≥72.0% | Yes |

# Clarke County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Clarke County Public Schools  
309 W Main St   
Berryville, Virginia 22611

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 65.22% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 80.85% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.85% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.06% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.08% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 72.73% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 27.27% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 77.78% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 45.45% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤ 10 Students | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.33% | ≥65.0% | Yes |
| **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 | 73.33% | ≥72.0% | Yes |

# Cumberland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Cumberland County Public Schools  
1541 Anderson Hwy   
Cumberland, Virginia 23040

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.54% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 77.33% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.67% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 30.77% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 15.38% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 96.55% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 75% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 20% | ≥65.0% | No |
| **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 | 20% | ≥72.0% | No |

# Dinwiddie County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Dinwiddie County Public Schools  
14016 Boydton Plank Rd   
Dinwiddie, Virginia 23841

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 37.04% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.21% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.02% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.24% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 39.29% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | No students referred from Part C | 100% | No students referred from Part C |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 12.90% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 54.84% | ≥65.0% | No |
| **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 | 61.29% | ≥72.0% | No |

# Goochland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Goochland County Public Schools  
2938-I River Rd W   
Goochland, Virginia 23063

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 81.82% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 85.14% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.64% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.48% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 48.57% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 90% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 73.33% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 86.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 60% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 93.33% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70% | ≥65.0% | Yes |
| **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 | 80% | ≥72.0% | Yes |

# Grayson County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Grayson County Public Schools  
412 E Main St   
Independence, Virginia 24348

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 69.23% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 83.90% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.63% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.97% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.15% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 45.45% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 36.36% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90.91% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 36.36% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 45.45% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 75% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 36.36% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 81.82% | ≥65.0% | Yes |
| **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 | 81.82% | ≥72.0% | Yes |

# Greensville County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Greensville County Public Schools  
105 Ruffin Street   
Emporia, Virginia 23847

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 68% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 83.74% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.15% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.23% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 33.33% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 58.82% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 87.88% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.81% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 85.71% | ≥65.0% | Yes |
| **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 | 85.71% | ≥72.0% | Yes |

# Halifax County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Halifax County Public Schools  
Mary Bethune Ofc Complex 1030 Mary Bethune St   
Halifax, Virginia 24558

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.23% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.09% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 14.30% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.54% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 45.90% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 53.28% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 48.84% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 39.53% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 97.50% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 58.14% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 68.57% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 96.67% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.58% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.51% | ≥65.0% | No |
| **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 | 62.79% | ≥72.0% | No |

# King and Queen County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

King and Queen County Public Schools  
242 Allens Circle, Route 681 Suite M, 2nd Floor   
King And Queen C H, Virginia 23085

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.31% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.18% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.10% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 72.73% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.55% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 50% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Middlesex County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Middlesex County Public Schools  
Cooks Corner Office Complex 2911 General Puller Highway   
Saluda, Virginia 23149

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.52% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 0.99% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.40% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 26.67% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 26.67% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.74% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Page County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Page County Public Schools  
735 W Main St   
Luray, Virginia 22835

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 80.49% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.14% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.02% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 89.66% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 3.45% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 60.87% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 56.52% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 65.22% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.31% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.11% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 55.56% | ≥65.0% | No |
| **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 | 62.96% | ≥72.0% | No |

# Rappahannock County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Rappahannock County Public Schools  
6 Schoolhouse Road   
Washington, Virginia 22747

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 56.25% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 67.37% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 3.16% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.32% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 69.23% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Richmond County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Richmond County Public Schools  
460 Main St   
Warsaw, Virginia 22572

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 91.67% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74.51% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.80% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.96% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 31.25% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 37.50% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75% | ≥65.0% | Yes |
| **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 | 87.50% | ≥72.0% | Yes |

# Surry County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Surry County Public Schools  
45 School St   
Surry, Virginia 23883

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.54% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.94% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.27% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.02% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 41.67% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 95.65% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | No students referred from Part C | 100% | No students referred from Part C |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Westmoreland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Westmoreland County Public Schools  
141 Opal Lane   
Montross, Virginia 22520

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 62.77% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.99% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.23% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 57.14% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Bristol City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Bristol City Public Schools  
222 Oak St   
Bristol, Virginia 24201

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.90% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 67.40% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 22.74% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.75% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 59.21% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 11.84% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 57.14% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 28.57% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 50% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.29% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 24.49% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.75% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 43.75% | ≥65.0% | No |
| **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 | 62.50% | ≥72.0% | No |

# Buena Vista City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Buena Vista City Public Schools  
2329 Chestnut Ave., Suite A   
Buena Vista, Virginia 24416

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 83.10% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 0% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 16.20% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 87.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 6.25% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.19% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Falls Church City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Falls Church City Public Schools  
803 W Broad St Ste 300   
Falls Church, Virginia 22046

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 90.32% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 77.30% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.28% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.62% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 87.88% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 58.33% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 66.67% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 66.67% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 63.33% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86.67% | ≥65.0% | Yes |
| **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 | 100% | ≥72.0% | Yes |

# Radford City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Radford City Public Schools  
1612 Wadsworth St   
Radford, Virginia 24141

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 44.44% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.82% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 3.14% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.24% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 74.07% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 7.41% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 72.73% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 16.67% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥65.0% | Yes |
| **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 | 83.33% | ≥72.0% | Yes |

# Staunton City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Staunton City Public Schools  
116 W Beverly St   
Staunton, Virginia 24401

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.33% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 85.16% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.01% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.93% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 67.74% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 85.71% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 71.43% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 85.71% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 84.31% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 12.50% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75% | ≥65.0% | Yes |
| **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 | 87.50% | ≥72.0% | Yes |

# Lexington City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Lexington City Public Schools  
300A White St   
Lexington, Virginia 24450

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | N/A% | ≥61.0% | Objective not evaluated due to no high school in school system |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Objective not evaluated due to no high school in school system |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.21% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.26% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 12.77% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 90.91% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | ≤ 10 Students | 100% | Yes |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | NA% | ≥35.0% | Objective not evaluated due to no high school in school system |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | NA% | ≥65.0% | Objective not evaluated due to no high school in school system |
| **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 | NA% | ≥72.0% | Objective not evaluated due to no high school in school system |

# Salem City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Salem City Public Schools  
510 South College Ave   
Salem, Virginia 24153

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 77.78% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74.27% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.20% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.75% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 1.39% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 2.78% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 86.67% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 54.17% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.83% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 20.83% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 71.43% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 62.50% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.06% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 40% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.67% | ≥65.0% | No |
| **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 | 73.33% | ≥72.0% | Yes |

# Poquoson City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Poquoson City Public Schools  
500 City Hall Ave 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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 76.92% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.85% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.33% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.42% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 87.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 95.83% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.38% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥65.0% | Yes |
| **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 | 84.62% | ≥72.0% | Yes |

# Colonial Beach Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Colonial Beach Public Schools  
16 N. Irving Ave   
Colonial Beach, Virginia 22443

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 68.75% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.50% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.38% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# West Point Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

West Point Public Schools  
1626 Main St   
West Point, Virginia 23181

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 54.76% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 2.38% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.14% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 53.85% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 46.15% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | No students referred from Part C | 100% | No students referred from Part C |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 83.33% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Washington County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Washington County Public Schools  
812 Thompson Dr   
Abingdon, Virginia 24210

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 71.29% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.18% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 84.66% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.49% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.57% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 37.80% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 7.87% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 64.29% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 64.29% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 85.71% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 79.17% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 49.21% | ≥65.0% | No |
| **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 | 61.90% | ≥72.0% | No |

# Wise County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Wise County Public Schools  
628 Lake St   
Wise, Virginia 24293

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 86.84% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.25% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 84.94% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.72% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.96% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 71.82% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 5.45% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 76.47% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 35.29% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 88.24% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 97.72% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.35% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.56% | ≥65.0% | No |
| **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 | 71.83% | ≥72.0% | No |

# Alexandria City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Alexandria City Public Schools  
2000 N Beauregard St   
Alexandria, Virginia 22311

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 52.63% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.30% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 68.61% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 2.68% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.60% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 32.58% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 25.48% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.20% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 41.75% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 94.12% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 31.07% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.94% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52.43% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | Yes |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.60% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 42% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86% | ≥65.0% | Yes |
| **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 | 92% | ≥72.0% | Yes |

# Smyth County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Smyth County Public Schools  
121 Bagley Cir Ste 300   
Marion, Virginia 24354

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 78.38% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.35% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 83.22% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.21% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.21% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.73% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.61% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 89.29% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 48.48% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90.32% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 24.24% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 86.21% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 48.48% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.12% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 26.92% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.08% | ≥65.0% | Yes |
| **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 | 73.08% | ≥72.0% | Yes |

# Rockingham County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Rockingham County Public Schools  
100 Mount Clinton Pike   
Harrisonburg, Virginia 22802

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.05% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.36% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 69.85% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.66% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 60.13% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 18.95% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 28.57% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.24% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 23.81% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 47.62% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 48.28% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤ 10 Students | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.19% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.01% | ≥65.0% | Yes |
| **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 | 81.16% | ≥72.0% | Yes |

# Charlottesville City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Charlottesville City Public Schools  
1562 Dairy Rd   
Charlottesville, Virginia 22903

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.70% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.42% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 66.13% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 8.47% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 12.61% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.14% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 18.60% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 84.21% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 61.90% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 88.89% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 66.67% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 88.24% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 66.67% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 90.36% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 37.50% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56.25% | ≥65.0% | No |
| **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 | 62.50% | ≥72.0% | No |

# Scott County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Scott County Public Schools  
261 E Jackson St   
Gate City, Virginia 24251

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 60.61% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.43% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 64.26% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 15.90% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 91.78% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 52% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 40% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.44% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 32% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56% | ≥65.0% | No |
| **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 | 64% | ≥72.0% | No |

# Caroline County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Caroline County Public Schools  
16221 Richmond Turnpike   
Bowling Green, Virginia 22427

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 75% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.45% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 71.82% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 12.72% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.91% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 31.08% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 24.32% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 96.55% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 60% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 76.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 31.43% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.10% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 68.57% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.86% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.06% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤ 10 Students | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 16.67% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥65.0% | No |
| **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 | 57.14% | ≥72.0% | No |

# Augusta County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Augusta County Public Schools  
6 John Lewis Rd   
Fishersville, Virginia 22939

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 44.07% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.47% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 69.12% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 10.60% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.99% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 77.91% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 1.16% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 85.71% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 30.43% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.30% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 26.09% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 90.91% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 26.09% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 86.36% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 86% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.58% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.29% | ≥65.0% | No |
| **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 | 64.52% | ≥72.0% | No |

# Shenandoah County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Shenandoah County Public Schools  
600 N Main St, Suite #200   
Woodstock, Virginia 22664

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.47% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.50% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 72.13% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.20% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.27% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 37.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 3.13% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 67.35% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 36.73% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 61.22% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.76% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥65.0% | No |
| **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 | 50% | ≥72.0% | No |

# Culpeper County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Culpeper County Public Schools  
450 Radio Lane   
Culpeper, Virginia 22701

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 68.09% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.55% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.77% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.58% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.45% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0.67% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0.67% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 79.49% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 44.23% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 82.69% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 25% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 88.57% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 55.77% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 88% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.61% | ≥65.0% | No |
| **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 | 75.76% | ≥72.0% | Yes |

# Giles County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Giles County Public Schools  
151 School Rd   
Pearisburg, Virginia 24134

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 52.94% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.56% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 64.13% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 3.26% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.90% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.53% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 14.81% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.37% | ≥65.0% | Yes |
| **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 | 77.78% | ≥72.0% | Yes |

# Warren County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Warren County Public Schools  
210 North Commerce Avenue   
Front Royal, Virginia 22630

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.91% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.56% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 84.69% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.22% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.83% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 76.14% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.55% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 68% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 64% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 76% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 74.60% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 37.84% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.97% | ≥65.0% | Yes |
| **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 | 78.38% | ≥72.0% | Yes |

# Newport News City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Newport News City Public Schools  
12465 Warwick Blvd   
Newport News, Virginia 23606

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.73% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.57% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 69.47% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.50% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.35% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 17.65% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 68.54% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 38.55% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 33.73% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 44.58% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 82.35% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 21.68% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 54.55% | ≥65.0% | No |
| **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 | 59.44% | ≥72.0% | No |

# Frederick County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Frederick County Public Schools  
1415 Amherst St   
Winchester, Virginia 22601

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 60.32% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.57% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.90% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.23% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.89% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 70.16% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 15.32% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 97.22% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 58.33% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 94.44% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 55.56% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 69.44% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.52% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 19.18% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.60% | ≥65.0% | Yes |
| **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 | 78.08% | ≥72.0% | Yes |

# Loudoun County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Loudoun County Public Schools  
21000 Education Court   
Ashburn, Virginia 20148

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 77.79% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.58% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.16% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.83% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0.93% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28.52% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 32.74% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 92.11% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 45.87% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 94.92% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 39.26% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 94.22% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52.48% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 57.14% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 98.33% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 63.99% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 83.94% | ≥65.0% | Yes |
| **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 | 88.08% | ≥72.0% | Yes |

# Fauquier County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Fauquier County Public Schools  
320 Hospital Drive Suite 40   
Warrenton, Virginia 20186

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 74.36% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.64% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 66.15% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.03% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.92% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.10% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 53.52% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 33.33% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 93.33% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 13.33% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 20% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 45.76% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.88% | ≥65.0% | Yes |
| **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 | 83.05% | ≥72.0% | Yes |

# Hanover County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Hanover County Public Schools  
200 Berkley St   
Ashland, Virginia 23005

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 74.60% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.66% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 85.14% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 1.74% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.66% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.01% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 9.12% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 97.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 68.14% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 99.10% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 54.87% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.06% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 73.45% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 88.34% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.70% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 89.47% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 97.06% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 31.19% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.56% | ≥65.0% | Yes |
| **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 | 79.82% | ≥72.0% | Yes |

# Campbell County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Campbell County Public Schools  
684 Village Highway   
Rustburg, Virginia 24588

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 80% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.66% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 66.49% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 13.51% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.86% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 27.01% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.02% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 38.30% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 93.62% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 19.15% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92.86% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 55.32% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 86.36% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.35% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.60% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 67.44% | ≥65.0% | Yes |
| **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 | 76.74% | ≥72.0% | Yes |

# Louisa County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Louisa County Public Schools  
953 Davis Hwy   
Mineral, Virginia 23117

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 67.74% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.68% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 62.37% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 10.86% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.95% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 60% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 18.82% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 65.22% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.45% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 47.83% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 94.12% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 60.87% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.02% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 59.57% | ≥65.0% | No |
| **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 | 87.23% | ≥72.0% | Yes |

# Henry County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Henry County Public Schools  
3300 Kings Mountain Rd Admin Bldg 3rd Fl   
Collinsville, Virginia 24078

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 45.16% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.69% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.56% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 12.45% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.47% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 11.43% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 36.43% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 91.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 32.43% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.89% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 18.92% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 94.12% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 54.05% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 81.71% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 43.48% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56.52% | ≥65.0% | No |
| **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 | 78.26% | ≥72.0% | Yes |

# Hampton City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Hampton City Public Schools  
1 Franklin Street   
Hampton, Virginia 23669

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 55.56% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.70% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.99% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.63% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.31% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 38.65% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 49.28% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 95.16% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 44.12% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 98.51% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 39.71% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.24% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52.94% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 75% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.73% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.46% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 47.42% | ≥65.0% | No |
| **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 | 55.67% | ≥72.0% | No |

# Nelson County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Nelson County Public Schools  
84 Courthouse Square   
Lovingston, Virginia 22949

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 47.83% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.70% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 77.36% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.57% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.42% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 5.71% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 61.90% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 52.38% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 94.12% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 57.14% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.12% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 10% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60% | ≥65.0% | No |
| **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 | 80% | ≥72.0% | Yes |

# Waynesboro City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Waynesboro City Public Schools  
301 Pine Ave   
Waynesboro, Virginia 22980

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 58.06% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.71% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.77% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 4.03% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 13.76% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 73.91% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.35% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 50% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 93.75% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 31.25% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 43.75% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.83% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 97.92% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 30.77% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥65.0% | Yes |
| **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 | 69.23% | ≥72.0% | No |

# Chesapeake City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Chesapeake City Public Schools  
312 Cedar Rd   
Chesapeake, Virginia 23322

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 63.10% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.79% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 51.41% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.82% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.04% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.20% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 24.09% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 95.30% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 60.67% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 96.75% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 65.73% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 97.45% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 74.72% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 79.90% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | Yes |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 88.85% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50.19% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.47% | ≥65.0% | Yes |
| **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 | 83.02% | ≥72.0% | Yes |

# Nottoway County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Nottoway County Public Schools  
10321 East Colonial Trail   
Nottoway, Virginia 23955

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 66.67% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.79% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 54.26% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 5.83% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.14% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 19.23% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 34.62% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 82.35% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 100% | ≥65.0% | Yes |
| **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 | 100% | ≥72.0% | Yes |

# Amherst County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Amherst County Public Schools  
153 Washington St   
Amherst, Virginia 24521

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 48.39% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.81% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 68.18% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.07% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.29% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 42.86% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 27.27% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 87.50% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 42.86% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 92.86% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 32.14% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 86.96% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 53.57% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥65.0% | No |
| **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 | 76.19% | ≥72.0% | Yes |

# Wythe County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Wythe County Public Schools  
1570 W Reservoir St   
Wytheville, Virginia 24382

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 68.97% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.86% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 87.13% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 1.98% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.52% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 76.09% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 6.52% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 59.26% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 55.56% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 74.07% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 83.33% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.79% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.63% | ≥65.0% | No |
| **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 | 57.89% | ≥72.0% | No |

# Arlington County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Arlington County Public Schools  
1426 N Quincy St   
Arlington, Virginia 22207

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 75.27% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.89% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 64.96% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 5.30% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.03% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 37.81% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.01% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 90% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 41.32% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90.74% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 47.93% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.45% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 53.72% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 84.17% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.07% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 56.10% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.20% | ≥65.0% | Yes |
| **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 | 84.88% | ≥72.0% | Yes |

# Williamsburg-James City County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Williamsburg-James City County Public Schools  
101-D Mounts Bay Rd   
Williamsburg, Virginia 23187

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.55% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.90% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.59% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.17% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.87% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 61.40% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 89% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 47.62% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.26% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 47.62% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 89.13% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 62.86% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 60% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.07% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56.14% | ≥65.0% | No |
| **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 | 63.16% | ≥72.0% | No |

# Appomattox County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Appomattox County Public Schools  
316 Court St   
Appomattox, Virginia 24522

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 40.91% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.93% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 63.44% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.69% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 13.66% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.29% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 46.43% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 91.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 58.33% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90.91% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 33.33% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 81.82% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 50% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 81.25% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.44% | ≥65.0% | No |
| **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 | 55.56% | ≥72.0% | No |

# Greene County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Greene County Public Schools  
40 Celt Rd   
Stanardsville, Virginia 22973

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.94% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.62% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.03% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.11% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 9.26% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 7.41% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 80% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 44.44% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 81.48% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 44.44% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 78.26% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 44.44% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤ 10 Students | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 21.43% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.57% | ≥65.0% | Yes |
| **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 | 78.57% | ≥72.0% | Yes |

# Virginia Beach City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Virginia Beach City Public Schools  
2512 George Mason Dr   
Virginia Beach, Virginia 23456

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.31% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.96% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.41% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.33% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.16% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 17.65% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 35.49% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.36% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 46.76% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.53% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 35.15% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.80% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 50.17% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 82.56% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.81% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24.92% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.47% | ≥65.0% | No |
| **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 | 66.45% | ≥72.0% | No |

# Northumberland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Northumberland County Public Schools  
2172 Northumberland Hwy   
Lottsburg, Virginia 22511

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 78.57% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.97% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 78.61% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.78% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.31% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 17.65% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 64.71% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 95.65% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥65.0% | Yes |
| **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 | 71.43% | ≥72.0% | No |

# Winchester City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Winchester City Public Schools  
12 N Washington St   
Winchester, Virginia 22601

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 52.83% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.97% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.78% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.85% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.34% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 72.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 25% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.46% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥65.0% | Yes |
| **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 | 69.23% | ≥72.0% | No |

# Floyd County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Floyd County Public Schools  
140 Harris Hart Rd NE   
Floyd, Virginia 24091

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.29% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.99% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 87.11% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.08% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.34% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.33% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 16.67% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 66.67% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 30.77% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 69.23% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 15.38% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 81.82% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 30.77% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 14.29% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥65.0% | No |
| **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 | 71.43% | ≥72.0% | No |

# Norfolk City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Norfolk City Public Schools  
800 E City Hall Ave. Room 1200   
Norfolk, Virginia 23510

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 39.23% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.09% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 80.46% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.74% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.41% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 22.29% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 41.34% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 40.32% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 88.98% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 40.32% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92.31% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 58.87% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 71.58% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.32% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.38% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.87% | ≥65.0% | No |
| **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 | 56.41% | ≥72.0% | No |

# Botetourt County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Botetourt County Public Schools  
143 Poor Farm Rd   
Fincastle, Virginia 24090

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 59.52% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.09% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.02% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 2.45% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.55% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.52% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 38.27% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 96.43% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 46.67% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 50% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 63.33% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.31% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.11% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.22% | ≥65.0% | Yes |
| **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 | 72.22% | ≥72.0% | Yes |

# Lunenburg County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Lunenburg County Public Schools  
1009 Main Street   
Kenbridge, Virginia 23944

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 27.27% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.09% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 72.99% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.69% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 12.32% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 86.36% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.18% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 18.18% | ≥65.0% | No |
| **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 | 36.36% | ≥72.0% | No |

# Tazewell County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Tazewell County Public Schools  
209 West Fincastle P O Box 927   
Tazewell, Virginia 24651

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 47.22% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.11% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.69% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.78% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.42% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.71% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 90% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 65% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 85% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 50% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 85.71% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 70% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.49% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.76% | ≥65.0% | Yes |
| **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 | 84.85% | ≥72.0% | Yes |

# Powhatan County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Powhatan County Public Schools  
2320 Skaggs Rd   
Powhatan, Virginia 23139

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 60.47% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.14% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 71.73% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.83% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.93% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 35.85% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 87.50% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 72.73% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 54.55% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 81.82% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.92% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 59.46% | ≥65.0% | No |
| **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 | 64.86% | ≥72.0% | No |

# Martinsville City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Martinsville City Public Schools  
202 Cleveland Ave PO Box 5548   
Martinsville, Virginia 24115

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 73.68% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.15% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.37% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.56% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.02% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 85.71% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.29% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 46.67% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 40% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 53.33% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 93.18% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 42.86% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥65.0% | No |
| **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 | 57.14% | ≥72.0% | No |

# Covington City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Covington City Public Schools  
340 E Walnut St   
Covington, Virginia 24426

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 36.84% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.18% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 67.24% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.77% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 14.37% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 52.38% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.29% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.33% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 93.55% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 30.77% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 84.62% | ≥65.0% | Yes |
| **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 | 92.31% | ≥72.0% | Yes |

# Albemarle County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Albemarle County Public Schools  
401 McIntire Road   
Charlottesville, Virginia 22902

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 68.99% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.21% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 81.13% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.87% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.57% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 43.64% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 19.92% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 87.91% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 27.17% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.01% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 32.61% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 90% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 34.78% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 81.37% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.64% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 43.10% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.14% | ≥65.0% | Yes |
| **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 | 74.14% | ≥72.0% | Yes |

# Stafford County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Stafford County Public Schools  
31 Stafford Avenue   
Stafford, Virginia 22554

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 76.92% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.23% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 64.74% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.42% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.05% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 34.53% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 18.24% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 98.72% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 51.76% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 44.71% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 62.35% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.04% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 53.59% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.51% | ≥65.0% | Yes |
| **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 | 77.78% | ≥72.0% | Yes |

# Sussex County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Sussex County Public Schools  
15074 Courthouse Rd   
Sussex, Virginia 23884

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 28.57% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.23% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 78.62% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 13.10% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.83% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 73.68% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 26.32% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# York County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

York County Public Schools  
9300-G Geo. Wash. Mem. Hwy   
Yorktown, Virginia 23692

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 74.44% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.26% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 86.17% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.30% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.80% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.29% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 17.86% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 50.88% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 96.43% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 49.12% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 94.55% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 54.39% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 85.71% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 34.85% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.76% | ≥65.0% | Yes |
| **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 | 86.36% | ≥72.0% | Yes |

# Prince George County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Prince George County Public Schools  
6410 Courts Rd   
Prince George, Virginia 23875

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 67.21% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.30% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 68.61% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 8.69% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.85% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 42.70% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 59.26% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 62.96% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 70.37% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 84.62% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.62% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.81% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.29% | ≥65.0% | No |
| **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 | 77.42% | ≥72.0% | Yes |

# Colonial Heights City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Colonial Heights City Public Schools  
512 Boulevard   
Colonial Heights, Virginia 23834

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 75.61% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.35% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.54% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.36% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.66% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 91.43% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 2.86% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 46.15% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 30.77% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 30.77% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 50% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.59% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.97% | ≥65.0% | Yes |
| **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 | 79.31% | ≥72.0% | Yes |

# Fairfax County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Fairfax County Public Schools  
8115 Gatehouse Rd   
Falls Church, Virginia 22042

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 73.70% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.35% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 55.08% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 10.67% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.82% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.92% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 50.36% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 95.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 39.36% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 97.46% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 39.67% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.29% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52.89% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 78.31% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 92.76% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 52.36% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.42% | ≥65.0% | Yes |
| **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 | 80.54% | ≥72.0% | Yes |

# Prince William County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Prince William County Public Schools  
14800 Joplin Rd   
Manassas, Virginia 20112

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 60.47% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.37% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 64.72% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 13.18% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.67% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 28% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 75.23% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 41.15% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 91.12% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 38.08% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 53.09% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 62.31% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 85.71% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.75% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.17% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.45% | ≥65.0% | No |
| **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 | 69.04% | ≥72.0% | No |

# Fluvanna County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Fluvanna County Public Schools  
14455 James Madison Highway   
Palmyra, Virginia 22963

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 65.12% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.38% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 60.40% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 15.59% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.42% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 67.74% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 22.58% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.66% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.88% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 88.89% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 32% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 84% | ≥65.0% | Yes |
| **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 | 88% | ≥72.0% | Yes |

# Patrick County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Patrick County Public Schools  
104 Rucker St.   
Stuart, Virginia 24171

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 58.62% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.40% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 83.47% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.64% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0.56% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 10.53% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 7.02% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.08% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.69% | ≥65.0% | No |
| **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 | 80.77% | ≥72.0% | Yes |

# King William County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

King William County Public Schools  
18548 King William Rd   
King William, Virginia 23086

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 45.45% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.44% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 71.19% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.81% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.71% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.33% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 66.67% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 7.69% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.15% | ≥65.0% | No |
| **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 | 61.54% | ≥72.0% | No |

# Fredericksburg City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Fredericksburg City Public Schools  
817 Princess Anne St   
Fredericksburg, Virginia 22401

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 41.38% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.44% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 49.75% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 31.03% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.37% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 45.90% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 36.07% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 51.85% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.83% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 62.96% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 88.24% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 70.37% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 12.50% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥65.0% | No |
| **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 | 87.50% | ≥72.0% | Yes |

# Suffolk City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Suffolk City Public Schools  
100 N Main St   
Suffolk, Virginia 23434

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 54.93% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.50% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.78% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.44% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.30% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 57.58% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 24.85% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 95.65% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 57.14% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 96.15% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.86% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 90% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 57.14% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 86.29% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 53.85% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.69% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.55% | ≥65.0% | No |
| **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 | 67.29% | ≥72.0% | No |

# Prince Edward County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Prince Edward County Public Schools  
35 Eagle Drive   
Farmville, Virginia 23901

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 16% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.50% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.87% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 16.22% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.41% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 94.29% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 2.86% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 31.25% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 93.75% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 18.75% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.75% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 25% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 97.50% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 12.50% | ≥65.0% | No |
| **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 | 25% | ≥72.0% | No |

# Mathews County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Mathews County Public Schools  
Rt 611, 63 Church Street   
Mathews, Virginia 23109

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.52% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 78.72% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.67% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.96% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 34.48% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 34.48% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 85.71% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 53.85% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 30.77% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 61.54% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.12% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Alleghany County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Alleghany County Public Schools  
100 Central Circle   
Low Moor, Virginia 24457

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 30% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.56% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.16% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.14% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.85% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 52.17% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.35% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 41.18% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 93.75% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 17.65% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 41.18% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 95.65% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥65.0% | Yes |
| **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 | 71.43% | ≥72.0% | No |

# Buckingham County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Buckingham County Public Schools  
Rt 60   
Buckingham, Virginia 23921

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 57.14% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.63% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 60.89% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.90% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.68% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 62.50% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 15% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.76% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.94% | ≥65.0% | No |
| **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 | 64.71% | ≥72.0% | No |

# Franklin City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Franklin City Public Schools  
207 W Second Ave   
Franklin, Virginia 23851

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 54.55% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.67% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 57.26% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 27.42% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.48% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 28.57% | ≥65.0% | No |
| **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 | 28.57% | ≥72.0% | No |

# Roanoke County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Roanoke County Public Schools  
5937 Cove Rd NW   
Roanoke, Virginia 24019

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 70.92% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.69% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 80.22% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.14% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.27% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 60.75% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 5.28% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 94.03% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 51.19% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 90.54% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 51.19% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92.19% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 61.90% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 30% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80% | ≥65.0% | Yes |
| **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 | 84% | ≥72.0% | Yes |

# Craig County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Craig County Public Schools  
321 Salem Ave., Hwy 311   
New Castle, Virginia 24127

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.69% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 87.05% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.04% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.04% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 76.92% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 30% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80% | ≥65.0% | Yes |
| **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 | 80% | ≥72.0% | Yes |

# Norton City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Norton City Public Schools  
22 Tenth Street   
Norton, Virginia 24273

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.72% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 96.69% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 0.83% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Galax City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Galax City Public Schools  
223 Long St   
Galax, Virginia 24333

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.85% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.75% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 89.68% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 1.29% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.23% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 80.95% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 14.29% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.87% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 28.57% | ≥65.0% | No |
| **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 | 28.57% | ≥72.0% | No |

# Montgomery County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Montgomery County Public Schools  
200 Junkin St   
Christiansburg, Virginia 24073

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 50% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.81% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 91.74% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 3% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.55% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 80.33% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 72.34% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 61.70% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 97.14% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 68.09% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.67% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.73% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥65.0% | Yes |
| **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 | 74.24% | ≥72.0% | Yes |

# Spotsylvania County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Spotsylvania County Public Schools  
8020 Riverstone Drive   
Fredericksburg, Virginia 22407

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.38% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.81% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 45.72% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.98% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.96% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 8.50% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 31.31% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 94.44% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 53.61% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.74% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.27% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95.12% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 57.73% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 68.85% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.32% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.43% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 37.14% | ≥65.0% | No |
| **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 | 42.86% | ≥72.0% | No |

# Gloucester County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Gloucester County Public Schools  
6489 Main Street Building 2   
Gloucester, Virginia 23061

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 49.02% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.85% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.09% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.23% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.19% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 19.44% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 55.56% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 96% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 39.29% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 28.57% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 53.57% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 86.42% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.19% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 93.55% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.75% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.08% | ≥65.0% | No |
| **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 | 66.67% | ≥72.0% | No |

# Roanoke City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Roanoke City Public Schools  
40 Douglas Ave NW   
Roanoke, Virginia 24012

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 39.86% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.86% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 63.95% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 9.43% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.23% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 40.07% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 31.05% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 90.41% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 51.65% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 92.22% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.86% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.24% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 59.34% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.80% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 34.25% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.27% | ≥65.0% | No |
| **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 | 61.64% | ≥72.0% | No |

# Portsmouth City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Portsmouth City Public Schools  
801 Crawford St   
Portsmouth, Virginia 23704

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 50.40% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.98% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.39% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.82% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 49.68% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 24.84% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 87.50% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 28.13% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 81.25% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 21.88% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 90.63% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 18.75% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 62.50% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.28% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 47.22% | ≥65.0% | No |
| **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 | 61.11% | ≥72.0% | No |

# Dickenson County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Dickenson County Public Schools  
Volunteer St   
Clintwood, Virginia 24228

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 76% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.03% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 88.44% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.50% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 64% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 18% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 52.63% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 36.84% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 42.11% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.19% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.36% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 54.55% | ≥65.0% | No |
| **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 | 63.64% | ≥72.0% | No |

# Accomack County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Accomack County Public Schools  
23296 Courthouse Ave   
Accomac, Virginia 23301

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 66.67% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.10% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 82.22% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 8.05% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.98% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 31.31% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 29.29% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 88% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 57.58% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 84.38% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.42% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 84% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 60.61% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 40% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.78% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60% | ≥65.0% | No |
| **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 | 73.33% | ≥72.0% | Yes |

# Carroll County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Carroll County Public Schools  
605-9 Pine St   
Hillsville, Virginia 24343

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 65.31% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.12% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 85.02% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.70% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.01% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 34.21% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 3.95% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 65.22% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 51.52% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 78.13% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 33.33% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 80.95% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 60.61% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 88.61% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 95.24% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 10% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.50% | ≥65.0% | No |
| **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 | 62.50% | ≥72.0% | No |

# Manassas Park City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Manassas Park City Public Schools  
One Park Center Ct Ste A   
Manassas Park, Virginia 20111

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 68% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.15% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 66.75% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.56% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.01% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 5.26% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 26.32% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 39.13% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 21.74% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 95% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 52.17% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 66.67% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 42.86% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.57% | ≥65.0% | Yes |
| **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 | 85.71% | ≥72.0% | Yes |

# Mecklenburg County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Mecklenburg County Public Schools  
939 Jefferson St P.O. Box 190   
Boydton, Virginia 23917

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 37.04% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.27% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 67.74% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.75% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.29% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 3.70% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 90.91% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 57.14% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.86% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 78.57% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.86% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.76% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 17.65% | ≥65.0% | No |
| **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 | 23.53% | ≥72.0% | No |

# Bedford County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Bedford County Public Schools  
310 S. Bridge St   
Bedford, Virginia 24523

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 44.19% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.28% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.73% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.16% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.54% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 47.45% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 5.11% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 66.67% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 46.15% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 64.10% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 89.58% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.07% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.61% | ≥65.0% | Yes |
| **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 | 82.93% | ≥72.0% | Yes |

# Pulaski County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Pulaski County Public Schools  
202 N Washington Ave   
Pulaski, Virginia 24301

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 69.09% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.30% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 68.90% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 4.95% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.36% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 52% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 96% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 30.77% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 38.46% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 46.15% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 91.67% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.89% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.56% | ≥65.0% | Yes |
| **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 | 77.78% | ≥72.0% | Yes |

# Harrisonburg City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Harrisonburg City Public Schools  
317 S Main St   
Harrisonburg, Virginia 22801

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 56.41% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.30% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.31% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 11.70% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.78% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 22.95% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 22.13% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 74.36% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 32.61% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 75.56% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 26.09% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 67.50% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 32.61% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 77.78% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.44% | ≥65.0% | No |
| **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 | 55.56% | ≥72.0% | No |

# Hopewell City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Hopewell City Public Schools  
103 N 12th Ave   
Hopewell, Virginia 23860

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 37.14% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.36% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.93% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 10.32% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.19% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 21.78% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 12.87% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 80.65% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 96.77% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 51.61% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 90.32% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 94.55% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 87.50% | ≥65.0% | Yes |
| **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 | 87.50% | ≥72.0% | Yes |

# Henrico County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Henrico County Public Schools  
3820 Nine Mile Rd.   
Richmond, Virginia 23223

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 63.65% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.52% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.90% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.67% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.43% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 20.76% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 32.13% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 93.53% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 32.87% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95.83% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 21.30% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92.04% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 34.72% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.67% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.37% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 43.68% | ≥65.0% | No |
| **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 | 52.11% | ≥72.0% | No |

# Petersburg City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Petersburg City Public Schools  
255 South Boulevard, East   
Petersburg, Virginia 23805

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 43.18% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.53% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 66% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 23.75% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.84% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 12.90% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 7.89% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 31.58% | ≥65.0% | No |
| **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 | 52.63% | ≥72.0% | No |

# Isle of Wight County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Isle of Wight County Public Schools  
820 West Main Street   
Smithfield, Virginia 23430

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 62.75% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.54% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.52% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.82% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.03% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25.93% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 30.86% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 96.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 40.63% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 96.88% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 28.13% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 83.87% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 43.75% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20.69% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.83% | ≥65.0% | No |
| **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 | 55.17% | ≥72.0% | No |

# Manassas City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Manassas City Public Schools  
9000 Tudor Ln   
Manassas, Virginia 20110

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 56.41% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.54% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 58.03% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 11.27% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.84% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 29.03% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 48.39% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 19.35% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 54.84% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | 86.27% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 31.71% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.29% | ≥65.0% | Yes |
| **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 | 82.93% | ≥72.0% | Yes |

# New Kent County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

New Kent County Public Schools  
11920 New Kent Highway   
New Kent, Virginia 23124

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 40% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.55% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74.46% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 5.16% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.99% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 68.97% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 3.45% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 76.19% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 95% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 57.14% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.33% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 80.95% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 87.88% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 95.24% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 27.78% | ≥65.0% | No |
| **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 | 44.44% | ≥72.0% | No |

# Lynchburg City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Lynchburg City Public Schools  
915 Court St   
Lynchburg, Virginia 24504

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 53.42% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.55% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 65.41% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.55% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.16% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 38.89% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 23.50% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 97.14% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 35.71% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 38.57% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 34.29% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.53% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 93.33% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.53% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.82% | ≥65.0% | No |
| **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 | 70.59% | ≥72.0% | No |

# King George County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

King George County Public Schools  
9100 St. Anthony's Road   
King George, Virginia 22485

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 58.33% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.65% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 70.63% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.19% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.59% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 30.59% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 12.94% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 80% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 86.36% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 94.44% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 81.82% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 90.91% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 82.80% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 21.43% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.29% | ≥65.0% | No |
| **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 | 71.43% | ≥72.0% | No |

# Chesterfield County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Chesterfield County Public Schools  
9900 Krause Rd   
Chesterfield, Virginia 23832

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 65.30% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.66% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74.36% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.41% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.91% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 12.95% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 26.84% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 92.38% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 53.45% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 94.58% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 44.48% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 93.84% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 63.45% | ≥62.0% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.20% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.99% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 41.38% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 77.69% | ≥65.0% | Yes |
| **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 | 84.79% | ≥72.0% | Yes |

# Orange County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Orange County Public Schools  
200 Dailey Drive   
Orange, Virginia 22960

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 61.90% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.67% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 69.69% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 8.69% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.55% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.75% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 21.88% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 61.90% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 42.86% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 61.90% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.44% | ≥65.0% | No |
| **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 | 44.44% | ≥72.0% | No |

# Northampton County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Northampton County Public Schools  
7207 Young St   
Machipongo, Virginia 23405

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.70% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | Yes |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 80.48% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.05% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.86% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 46.67% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 10% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 91.67% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 86.67% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 90.48% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Danville City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Danville City Public Schools  
313 Municipal Bldg   
Danville, Virginia 24541

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 28.07% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.70% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 61.93% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 16.04% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.22% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 20.88% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 47.25% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 38.10% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 33.33% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 42.86% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.01% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 37.50% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 37.50% | ≥65.0% | No |
| **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 | 43.75% | ≥72.0% | No |

# Pittsylvania County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Pittsylvania County Public Schools  
39 Bank St SE   
Chatham, Virginia 24531

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 58.24% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.74% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 67.02% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 10.67% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.37% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 100% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 69.23% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 61.54% | ≥43.06% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 61.54% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 47.92% | ≥65.0% | No |
| **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 | 54.17% | ≥72.0% | No |

# Lee County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Lee County Public Schools  
5 Park Street   
Jonesville, Virginia 24263

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 48.65% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.79% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 82.02% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 7.64% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.34% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 47.14% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.29% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 83.33% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 66.67% | ≥56.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 81.48% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 29.63% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 83.33% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 55.56% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 87.30% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50% | ≥35.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.33% | ≥65.0% | No |
| **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 | 58.33% | ≥72.0% | No |

# Madison County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Madison County Public Schools  
60 School Board Court   
Madison, Virginia 22727

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.86% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 76.22% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.09% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.80% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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. | 96.67% | 100% | No |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Buchanan County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Buchanan County Public Schools  
1176 Booth Branch Rd.   
Grundy, Virginia 24614

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 67.65% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.87% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 78.84% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 1.40% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0.70% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 100% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44% | ≥65.0% | No |
| **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 | 52% | ≥72.0% | No |

# Lancaster County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Lancaster County Public Schools  
2330 Irvington Rd   
Weems, Virginia 22576

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 50% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.94% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 75.35% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 13.38% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.86% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.33% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 41.67% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Russell County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Russell County Public Schools  
1 School Board Dr   
Lebanon, Virginia 24266

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 67.44% | ≥61.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.21% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 86.15% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.78% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.43% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 61.67% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 93.18% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.95% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 53.85% | ≥65.0% | No |
| **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 | 64.10% | ≥72.0% | No |

# Franklin County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Franklin County Public Schools  
25 Bernard Road   
Rocky Mount, Virginia 24151

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 58.02% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.89% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 79.75% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 6.15% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.24% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.49% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 24.83% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 91.18% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 35.14% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 88.57% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 29.73% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 88.24% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 37.84% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 92.47% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥65.0% | Yes |
| **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 | 73.33% | ≥72.0% | Yes |

# Southampton County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Southampton County Public Schools  
21308 Plank Road   
Courtland, Virginia 23837

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 34.48% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 4.40% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 48.59% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 12.85% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 14.42% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 95.12% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 82% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 62.50% | ≥65.0% | No |
| **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 | 68.75% | ≥72.0% | No |

# Essex County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Essex County Public Schools  
109 N Cross St   
Tappahannock, Virginia 22560

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 40% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 4.63% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 39.89% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40% of the day | 25.14% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.92% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 92.31% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |

# Rockbridge County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Rockbridge County Public Schools  
1972 Big Spring Drive   
Lexington, Virginia 24450

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 32% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 5% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 73.85% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.89% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 14.37% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 69.77% | ≥34.0% | Yes |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 4.65% | ≤26.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥78.0% | Yes |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 8.33% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥65.0% | Yes |
| **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 | 66.67% | ≥72.0% | No |

# Richmond City Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Richmond City Public Schools  
301 North 9th St 17th floor   
Richmond, Virginia 23219

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | 38.21% | ≥61.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 6.06% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 | Yes |
| 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% | No |
| **4b.** Division identified withsignificant 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 | Yes |
| 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% | No |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 72.45% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 9.40% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.19% | ≤2.5% | No |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28.91% | ≥34.0% | No |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 49.32% | ≤26.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | 92.21% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | 39.74% | ≥56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | 92.31% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | 35.90% | ≥43.06% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | 92.11% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | 38.46% | ≥62.0% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 71.43% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.61% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 100% | 100% | Yes |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20.79% | ≥35.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.42% | ≥65.0% | No |
| **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 | 72.28% | ≥72.0% | Yes |

# Highland County Public Schools FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

Highland County Public Schools  
Myers/Moon Rd.   
Monterey, Virginia 24465

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](http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml). This report compares the division’s performance to the State’s target.

## Indicator 1: Graduation

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduating from high school with a regular diploma | ≤ 10 Students | ≥61.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2019-2020 Division Performance (based on data from 2018-2019) | 2019-2020 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 6.67% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2019-2020  Significant Discrepancy |
| --- | --- |
| **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 |
| 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% | No discrepancy in 4A |
| **4b.** Division identified withsignificant 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 |
| 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% | No discrepancy in 4B |

## Indicator 5: School Age Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80% or more of the day | 74.29% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 0% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0% | ≤2.5% | Yes |

## Indicator 6: Preschool Least Restrictive Environment (LRE)

| Indicator Description | 2019-2020  Division  Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤ 10 Students | ≥34.0% | Too few students to evaluate |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤26.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. % entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. % functioning within age expectations | ≤ 10 Students | ≥56.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. % entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B2. % functioning within age expectations | ≤ 10 Students | ≥43.06% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. % entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. % functioning within age expectations | ≤ 10 Students | ≥62.0% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Percentage of parents who reported their child’s school facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥78.0% | No |

## Indicator 9: Divisions with Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target – 0% | No |

## Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2019-2020  Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0% | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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 | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | No students referred from Part C | 100% | No students referred from Part C |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2019-2020  Division Performance | 2019-2020  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. | ≤ 10 Students | 100% | Yes |

## Indicator 14: Postsecondary Outcomes

| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:** | 2019-2020  Division Performance | 2019-2020  State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥35.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥65.0% | 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 | ≥72.0% | Too few students to evaluate |