**FFY 2018 Special Education   
Performance Report (All Divisions)**

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# Accomack County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Accomack County Public Schools  
23296 Courthouse Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 57.78% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.45% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.99% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.16% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 33.25% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 51.29% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.34% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.84% | ≤8.0% | Yes |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 41.27% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 26.98% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 63.16% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.74% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 36.84% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.86% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 55.26% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.33% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.20% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.86% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.57% | ≥63.5% | 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 | 74.29% | ≥72.0% | Yes |

# Albemarle County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 63.25% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.34% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.45% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.61% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.68% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 54.28% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.06% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.99% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.54% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 35.06% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 19.05% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 88.76% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 44.09% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 86.96% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 35.48% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 88.76% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 40.86% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.91% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.17% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 97.98% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 31.25% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.94% | ≥63.5% | 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 | 73.44% | ≥72.0% | Yes |

# Alexandria City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Alexandria City Public Schools  
1340 Braddock Place   
Alexandria, Virginia 22314

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 41.67% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.32% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.42% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.58% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.99% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 38.17% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.40% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.05% | ≤8.0% | Yes |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.73% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 35.62% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 95% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 49.51% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.04% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 36.89% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 55.34% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.67% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.73% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.49% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.63% | ≥63.5% | 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 | 70.59% | ≥72.0% | No |

# Alleghany County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 30.77% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.36% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 41.18% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 40.14% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.32% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.43% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 13.57% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 78.57% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 3.57% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 78.57% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 64.29% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.76% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥63.5% | 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 |

# Amelia County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 55.56% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.89% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.17% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.22% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.83% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 64.06% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.14% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.03% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.70% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 62.96% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.63% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 26.67% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86.67% | ≥63.5% | 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 | 86.67% | ≥72.0% | Yes |

# Amherst County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Amherst County Public Schools  
153 Washington Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.19% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.28% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 56.73% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 57.35% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.50% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.73% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.55% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 21.21% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 100% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 90.91% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 54.55% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 83.33% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 72.73% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35.71% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.29% | ≥63.5% | 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 |

# Appomattox County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Appomattox County Public Schools  
316 Court Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 56.25% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.95% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.04% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.63% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 54.29% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 62.15% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.68% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.88% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 53.49% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 39.53% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 64.29% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 92.31% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.86% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.31% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 42.86% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.67% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.18% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 45.45% | ≥63.5% | 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 | 45.45% | ≥72.0% | No |

# Arlington County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Arlington County Public Schools  
2110 Washington Boulevard  
Arlington, Virginia 22204

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.41% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.07% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.19% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 55.08% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 61.41% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 66.52% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.48% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.90% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.65% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 22.62% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 83.21% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 41.51% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 85.62% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 46.54% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 84.33% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 50.31% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.76% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.29% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 59.09% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 79.80% | ≥63.5% | 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 | 86.87% | ≥72.0% | Yes |

# Augusta County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Augusta County Public Schools  
6 John Lewis Rd   
Fishersville, Virginia 24482

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 47.06% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.78% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.82% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.27% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 42.65% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.24% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.34% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.98% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 71.83% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 2.82% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 36.84% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 15.79% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 42.11% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 75% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.81% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 54.84% | ≥63.5% | 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 |

# Bath County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 59.52% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 65.12% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.49% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.26% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.13% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 78.57% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.62% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Bedford County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Bedford County Public Schools  
310 South Bridge Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 54.17% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.54% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.61% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.64% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.15% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 49.55% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 66.13% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.06% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.64% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 41.59% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 7.08% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 89.66% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 65.71% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.12% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 48.57% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 77.14% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 73.83% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 13.21% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 47.17% | ≥63.5% | 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 | 67.92% | ≥72.0% | No |

# Bland County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72.73% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 52.46% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.07% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.63% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.78% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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 | ≥35.0% | Too few students to evaluate |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤17.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 66.67% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 54.55% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.64% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# Botetourt County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Botetourt County Public Schools  
143 Poor Farm Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 77.50% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.40% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.88% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.97% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 64.02% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.45% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 1.94% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.12% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.64% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 31.82% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96.3% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 55.17% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 92.86% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 62.07% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 65.52% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.15% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥63.5% | 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 | 75% | ≥72.0% | Yes |

# Bristol City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Bristol City Public Schools  
222 Oak Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 45.45% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.77% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.44% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 49.38% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 54.50% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.39% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 21.43% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.45% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.44% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 17.19% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 72.22% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 44.44% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 66.67% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.27% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 60% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.33% | ≥63.5% | 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 |

# Brunswick County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72.73% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.45% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 47.92% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 42.42% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.09% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.06% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 63.16% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 70.59% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.46% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.15% | ≥63.5% | 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 |

# Buchanan County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Buchanan County Public Schools  
1176 Booth Branch Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 5.29% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.57% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 58.04% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.39% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 1.61% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.15% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 63.16% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 36.84% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90.91% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 68.42% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.34% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 46.15% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.92% | ≥63.5% | 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 | 80.77% | ≥72.0% | Yes |

# Buckingham County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Buckingham County Public Schools  
15585 West James Anderson Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70.59% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.56% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 97.90% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.22% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 30% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 36.43% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 50.79% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 18.11% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.24% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 30.77% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 38.46% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 53.85% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 97.92% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 7.14% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥63.5% | 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 | 78.57% | ≥72.0% | Yes |

# Buena Vista City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Buena Vista City Public Schools  
2329 Chestnut Avenue, 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 57.14% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 38.24% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.31% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.29% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0.71% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 17.86% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 90.32% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 3.23% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.72% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Campbell County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 67.24% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.60% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.07% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.40% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 54.21% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.21% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.66% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.46% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28.37% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 22.70% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 97.06% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 70.45% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 97.67% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90.32% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 68.18% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.95% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20.69% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 65.52% | ≥63.5% | 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 | 72.41% | ≥72.0% | Yes |

# Caroline County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Caroline County Public Schools  
16261 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 42.50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.16% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.88% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.02% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 38.87% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 59.02% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.75% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.10% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.04% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 21.74% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 80% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 55% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 90% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 20% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 83.33% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 50% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.78% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 77.78% | ≥63.5% | 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 |

# Carroll County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Carroll County Public Schools  
605 Pine Street, Suite 9  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.09% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 96.95% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.73% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.86% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 56.60% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.92% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.69% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.85% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 17.33% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 73.08% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 84% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.31% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 81.82% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 76.92% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.41% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.07% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 41.46% | ≥63.5% | 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 | 56.10% | ≥72.0% | No |

# Charles City County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Charles City County Public Schools  
10035 Courthouse Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 4.26% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 30.88% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 14% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 91.67% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 95.45% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 88.24% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Charlotte County Public Schools  
250 Legrande Avenue, 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 45.83% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.21% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 42.76% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 53.94% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 61.75% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.37% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.18% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 63.64% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 22.73% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.71% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75% | ≥63.5% | 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 | 75% | ≥72.0% | Yes |

# Charlottesville City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Charlottesville City Public Schools  
1562 Dairy Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 51.61% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.90% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 42.38% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 43.77% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 63.07% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.82% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 14.96% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 73.81% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 15.48% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 94.12% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 64% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.44% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 60% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 78.57% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 60% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.54% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.25% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥63.5% | 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 |

# Chesapeake City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Chesapeake City Public Schools  
312 Cedar Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 59.56% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.83% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.78% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.65% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.22% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 62.17% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 48.36% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.31% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.73% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 24.20% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 88.68% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 57.47% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 91.9% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 62.84% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 65.13% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.57% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 95.39% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.64% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 65.45% | ≥63.5% | 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 | 74.09% | ≥72.0% | Yes |

# Chesterfield County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Chesterfield County Public Schools  
9900 Krause Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 64.52% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.04% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.36% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.95% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.70% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 56.87% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.16% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.74% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.98% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 12.28% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 28.70% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.58% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 55% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 95.09% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.5% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 94.42% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 59.64% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.76% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.92% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.02% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.88% | ≥63.5% | 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 | 87.79% | ≥72.0% | Yes |

# Clarke County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Clarke County Public Schools  
309 West Main Street, Suite A   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72.73% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.07% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.22% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 36.45% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 50% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 50.72% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 28.99% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.45% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 3.45% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 91.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 40% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 20% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.86% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 40% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 73.33% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥63.5% | 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 | 91.67% | ≥72.0% | Yes |

# Colonial Beach Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Colonial Beach Public Schools  
16 North Irving Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.38% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 39.73% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 69.39% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.12% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.20% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Colonial Heights City Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 69.23% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.88% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.64% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.63% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 56.88% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 64.55% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.93% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.09% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.29% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 85.37% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 2.44% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.24% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.71% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.06% | ≥63.5% | 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 | 74.19% | ≥72.0% | Yes |

# Covington City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Covington City Public Schools  
340 East Walnut Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 37.50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.41% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.01% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 37% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.04% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.49% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 18.54% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 57.69% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 38.46% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.33% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.64% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# Craig County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Craig County Public Schools  
6 Alleghany Circle  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 43.75% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 4.62% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 41.56% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 40.48% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.35% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.19% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.76% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 75% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 12.50% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.33% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Culpeper County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70.18% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.29% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.31% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.12% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 38.48% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 47.32% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.68% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.65% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.63% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 2.82% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 85% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 56% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 93.62% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 56% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.11% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 68% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.24% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 21.28% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.83% | ≥63.5% | 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 | 72.34% | ≥72.0% | Yes |

# Cumberland County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Cumberland County Public Schools  
1541 Anderson Highway   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 66.67% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 32.95% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 45.05% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.35% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.75% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.15% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 26.32% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 15.79% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Danville City Public Schools  
341 Main Street, Suite 100  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 43.06% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.04% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 97.33% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 96.69% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 29.98% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 34.02% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 59.92% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 15.95% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.70% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 6.94% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 19.44% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 34.62% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 38.46% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 42.31% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 61.22% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 39.13% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 43.48% | ≥63.5% | 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 | 60.87% | ≥72.0% | No |

# Dickenson County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Dickenson County Public Schools  
309 Volunteer Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 78.13% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.29% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.44% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.46% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 56.50% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 72.83% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 87.35% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.79% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.85% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 75% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 11.11% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 94.12% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 41.18% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 41.18% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 94.12% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 47.06% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.18% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 4.35% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 43.48% | ≥63.5% | 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 | 43.48% | ≥72.0% | No |

# Dinwiddie County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Dinwiddie County Public Schools  
14016 Boydton Plank Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 30.95% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.54% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.55% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 53.26% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 62.86% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 63.06% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.81% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 71.88% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 28.13% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24.14% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.41% | ≥63.5% | 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 | 82.76% | ≥72.0% | Yes |

# Essex County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Essex County Public Schools  
109 North Cross Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 65% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.01% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 32% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 28.72% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 33.15% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 27.72% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.89% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 7.14% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 71.43% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80% | ≥63.5% | 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 |

# Fairfax County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Fairfax County Public Schools  
8115 Gatehouse Road  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70.32% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.39% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.82% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 55.63% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 61.70% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 53.88% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.17% | ≤8.0% | No |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25.19% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 46.29% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 94.39% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 43.71% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.04% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 38.18% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 93.8% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 54.5% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.96% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.42% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 97.6% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 48.82% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.48% | ≥63.5% | 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 | 75.26% | ≥72.0% | Yes |

# Falls Church City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Falls Church City Public Schools  
150 South Washington Street, Suite 400  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 91.67% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 66.49% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 62.67% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.70% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.91% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.24% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 94.87% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 45.45% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 54.55% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 45.45% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.73% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 59.38% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.13% | ≥63.5% | 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 | 96.88% | ≥72.0% | Yes |

# Fauquier County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 81.30% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.38% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.53% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.90% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 44.50% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 48.23% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 65.14% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.77% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.24% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.18% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 53.94% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 98.36% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 58.11% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 98.57% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.61% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 64.86% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.19% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 41.10% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.49% | ≥63.5% | 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 | 75.34% | ≥72.0% | Yes |

# Floyd County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Floyd County Public Schools  
140 Harris Hart Road 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 68.18% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.29% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.31% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 39.29% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.78% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 87.92% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.92% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 96% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.73% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# Fluvanna County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 77.50% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.45% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.47% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.26% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 53.89% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 53.19% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.30% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.91% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 19.70% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 27.27% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 43.75% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 43.75% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 50% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.24% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 90.74% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 35% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76% | ≥63.5% | 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 |

# Franklin City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Franklin City Public Schools  
207 West Second Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 6.94% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.80% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 44.93% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.44% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 65% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 23.33% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.67% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.38% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Franklin County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 59.38% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.40% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.84% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.84% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 49.04% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 56.69% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.76% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.85% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.62% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 24.49% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 17.01% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 86% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 38.18% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 86.79% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 14.55% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 86.96% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 38.18% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.72% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.76% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.15% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 36.36% | ≥63.5% | 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 | 48.48% | ≥72.0% | No |

# Frederick County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Frederick County Public Schools  
1415 Amherst Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72.95% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.28% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.25% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 39.17% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 45.42% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.72% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.67% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.28% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 81.20% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 10.26% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 76.92% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 58.97% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 71.79% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.10% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.66% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 51.81% | ≥63.5% | 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 | 62.65% | ≥72.0% | No |

# Fredericksburg City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Fredericksburg City Public Schools  
210 Ferdinand Street  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.63% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.29% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.60% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 28.57% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 30.28% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | Yes |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 49.73% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 25.68% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.27% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.39% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 37.10% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 75% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 40% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 90.91% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 53.33% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 46.67% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.45% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 93.75% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 42.86% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥63.5% | 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 |

# Galax City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Galax City Public Schools  
223 Long Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 52.58% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 72.53% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.33% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.33% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 65.22% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 21.74% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.72% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Giles County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Giles County Public Schools  
151 School Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 54.29% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.98% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.54% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.39% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 53.02% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.61% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.59% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.19% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 59.38% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.91% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 57.14% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 35.71% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 71.43% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 29.17% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 79.17% | ≥63.5% | 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 |

# Gloucester County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Gloucester County Public Schools  
6099 T.C. Walker Road  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50.91% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.79% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.79% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.87% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.06% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 57.02% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.29% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.13% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.39% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 50.57% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 32.18% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 62.5% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 46.88% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 81.25% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.62% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 62% | ≥63.5% | 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 | 84% | ≥72.0% | Yes |

# Goochland County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Goochland County Public Schools  
2938-I River Road West   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 71.43% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.67% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.41% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.35% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 49.70% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 57.54% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.53% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.83% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.09% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 4.55% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 34.09% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 63.16% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.12% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 68.42% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 73.68% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.44% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 40% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70% | ≥63.5% | 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 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Grayson County Public Schools  
412 East Main Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.67% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 48.51% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 65.41% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.20% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.51% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.66% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.89% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 41.67% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.18% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70% | ≥63.5% | 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 |

# Greene County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Greene County Public Schools  
40 Celt Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.06% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 33.65% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 38.34% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.47% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.77% | ≤8.0% | Yes |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 8.33% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 95% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 90% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 95% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 7.69% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 38.46% | ≥63.5% | 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 | 46.15% | ≥72.0% | No |

# Greensville County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 45.16% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.99% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 96.95% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.45% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 29.56% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 33.33% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.87% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.73% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.38% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 6.25% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 73.91% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 29.63% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 62.96% | ≥63.5% | 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 |

# Halifax County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Halifax County Public Schools  
Mary Bethune Ofc Complex 1030 Mary Bethune Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 43.06% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.94% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.04% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.80% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 41.46% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 44.69% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.97% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.79% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.95% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 42.31% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 56.92% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 94.59% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 54.76% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 95% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 45.24% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.68% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 57.14% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.46% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 62.22% | ≥63.5% | 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 | 75.56% | ≥72.0% | Yes |

# Hampton City Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 53.95% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 97.96% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 96.60% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.76% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.52% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.45% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.88% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.14% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.49% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 30.28% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 92.42% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 55.26% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 91.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.11% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 83.33% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 52.63% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 22.22% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.24% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46% | ≥63.5% | 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% | ≥72.0% | No |

# Hanover County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Hanover County Public Schools  
200 Berkley Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 73.60% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.45% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.63% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.28% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 49.85% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 63.19% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.20% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.58% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.10% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 51.39% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.68% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 97.06% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 59.77% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 98.78% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 51.72% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 65.52% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.31% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.58% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 94% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 29.37% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 82.54% | ≥63.5% | 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 | 88.89% | ≥72.0% | Yes |

# Harrisonburg City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Harrisonburg City Public Schools  
One Court Square  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 57.89% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.57% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.37% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.71% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 31.63% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 41.89% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.12% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.92% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.71% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 30.19% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 16.04% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 81.48% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 41.18% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 73.53% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 26.47% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 73.08% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 44.12% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 75% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥63.5% | 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 |

# Henrico County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Henrico County Public Schools  
3820 Nine Mile Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 59.52% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.45% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.24% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.91% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 44.19% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.73% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 94.08% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0.67% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.12% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 51.19% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.12% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 33.67% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 93.85% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 28.64% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 88.95% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 36.68% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.64% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.71% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 32.68% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.54% | ≥63.5% | 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 | 77.95% | ≥72.0% | Yes |

# Henry County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Henry County Public Schools  
3300 Kings Mountain Road Admin Building 3rd Floor   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 54.79% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.84% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 48.83% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 60.75% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.57% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.51% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.78% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 46.55% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 26.72% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96.88% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 53.13% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.77% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 62.5% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.77% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 59.38% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 92.57% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70% | ≥63.5% | 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% | ≥72.0% | Yes |

# Highland County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Highland County Public Schools  
240 Myers/Moon Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 100% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 53.85% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.35% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent 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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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 | ≥35.0% | Too few students to evaluate |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | ≤ 10 Students | ≤17.0% | Too few students to evaluate |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Hopewell City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Hopewell City Public Schools  
103 North 12th Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 34.69% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.35% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.38% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.81% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 56.66% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.85% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.60% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.06% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 16% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 78.57% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 97.56% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 47.62% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 93.75% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 76.19% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 10.53% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.68% | ≥63.5% | 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 | 89.47% | ≥72.0% | Yes |

# Isle of Wight County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 68.52% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.45% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.04% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.86% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 44.90% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.14% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.95% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.73% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 34.62% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 50% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 88.46% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.31% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95.83% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 53.85% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.08% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.18% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.61% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# King and Queen County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 36.36% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.63% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.16% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 54.29% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.29% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 19.39% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.08% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# King George County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

King George County Public Schools  
9100 Street 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 51.35% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.33% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 35.11% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 46.46% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.09% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.58% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.34% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 42.25% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 1.41% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.33% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 71.88% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 37.5% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.31% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 84.38% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.41% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.27% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.73% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# King William County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 65.22% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 4.11% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 39.31% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 42.20% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 56.34% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 17.61% | ≤8.0% | No |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.14% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 85.71% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 38.46% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 84.62% | ≥63.5% | 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 |

# Lancaster County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Lancaster County Public Schools  
2330 Irvington Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 46.67% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 42.03% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 45.78% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.42% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.39% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.47% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.82% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 29.41% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Lee County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Lee County Public Schools  
155 Vo Tech Drive  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.63% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.60% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 55.56% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 68.09% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.34% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.24% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.17% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 76.25% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.39% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.79% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.42% | ≥63.5% | 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 | 68.42% | ≥72.0% | No |

# Lexington City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Lexington City Public Schools  
300 Diamond Street  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | N/A | ≥56.0% | Objective not evaluated due to no high school in school system |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | N/A | ≤1.40% | Objective not evaluated due to no high school in school system |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 34.62% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 57.69% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 18% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 92.86% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | N/A | ≥36.0% | 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 | N/A | ≥63.5% | 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 | N/A | ≥72.0% | Objective not evaluated due to no high school in school system |

# Loudoun County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 78.55% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.34% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.08% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 57.06% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 61.26% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.11% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.26% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 27.05% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 30.75% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 47.84% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.2% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 47.22% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.9% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 52.47% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 67.38% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 99% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 55.84% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.81% | ≥63.5% | 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 | 81.30% | ≥72.0% | Yes |

# Louisa County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Louisa County Public Schools  
953 Davis Highway   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 64.56% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 45.45% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 58.02% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 66.97% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.86% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.79% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 10.71% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.48% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 68% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 95.24% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 64% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 88.24% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 76% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.17% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 93.02% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35.71% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.64% | ≥63.5% | 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 |

# Lunenburg County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 46.15% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.94% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.05% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 39.78% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 39.42% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.47% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.81% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.24% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 4.17% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Lynchburg City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Lynchburg City Public Schools  
915 Court Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.54% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.66% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.57% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 37.23% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 46.38% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 63.85% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.17% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.90% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 49.77% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 24.42% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 48.84% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 37.21% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 51.16% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.69% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.65% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60% | ≥63.5% | 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% | ≥72.0% | Yes |

# Madison County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 35.71% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 33.33% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 47.83% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.33% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.33% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.33% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 0% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.15% | ≥63.5% | 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 |

# Manassas City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Manassas City Public Schools  
8700 Centreville Road Suite 400  
Manassas, Virginia 20108

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.63% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.51% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.97% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.32% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 36.46% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 46.69% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 61.01% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.45% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.80% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 37.97% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 97.14% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 41.46% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 26.83% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 43.9% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.12% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 8% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 36% | ≥63.5% | 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 | 48% | ≥72.0% | No |

# Manassas Park City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Manassas Park City Public Schools  
One Park Center Court Suite 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 60.71% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.16% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.60% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.63% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 36.18% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 51.88% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 60.38% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.65% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.58% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.89% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 31.58% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 45.45% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 18.18% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 36.36% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 43.75% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75% | ≥63.5% | 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 |

# Martinsville City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Martinsville City Public Schools  
P.O. 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.94% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.14% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.15% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 41.74% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 53.45% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.37% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.16% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.21% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 19.23% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 81.82% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 63.64% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 72.73% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.50% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 50% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥63.5% | 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 |

# Mathews County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.97% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.75% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 33.33% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.48% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.83% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.28% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 34.62% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 77.78% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 57.14% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 35.71% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 57.14% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.71% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 12.50% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50% | ≥63.5% | 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% | ≥72.0% | Yes |

# Mecklenburg County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 40.48% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.07% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.63% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 48.97% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 60.15% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 70.26% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.22% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.59% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 2.22% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 87.5% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 47.37% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 89.47% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 42.11% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 84.62% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 63.16% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.58% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 45.16% | ≥63.5% | 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 | 48.39% | ≥72.0% | No |

# Middlesex County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 58.33% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.12% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 53.27% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 61.50% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.50% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 82.35% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 88.24% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 35.29% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 88.89% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 70.59% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.31% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 90.32% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Montgomery County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Montgomery County Public Schools  
750 Imperial Street  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 37.70% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.19% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.48% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.17% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.70% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 51.41% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 91.59% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 3.30% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.28% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 73.39% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 67.44% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 97.56% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 65.12% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 93.55% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 76.74% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.57% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.70% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.73% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.18% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# Nelson County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 60.71% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.36% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.21% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.52% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 33.33% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.63% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.12% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.25% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.53% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 3.33% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 36.67% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 91.67% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 64.29% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 71.43% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 91.67% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 85.71% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.11% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 4.55% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 36.36% | ≥63.5% | 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 | 54.55% | ≥72.0% | No |

# New Kent County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

New Kent County Public Schools  
12003 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 65.71% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.55% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.55% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 39.09% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 57.66% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 65.86% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.99% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.69% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.39% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.77% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 83.33% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 41.67% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 80% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 58.33% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.87% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 10% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 35% | ≥63.5% | 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 |

# Newport News City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Newport News City Public Schools  
12465 Warwick Boulevard   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 53.25% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.41% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.38% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 37.62% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 44.84% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.31% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.28% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 20.74% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 61.36% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 61.05% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 64.21% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 69.47% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.92% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.82% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 16.39% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.48% | ≥63.5% | 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 | 69.67% | ≥72.0% | No |

# Norfolk City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Norfolk City Public Schools  
800 E City Hall Avenue. 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 37.62% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.61% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.63% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 38.89% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 45.18% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.93% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.78% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.75% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.34% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 43.47% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 91.38% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 56.56% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 92.31% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 56.56% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 91.09% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 72.95% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.67% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 90.23% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 30% | ≥63.5% | 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 | 30% | ≥72.0% | No |

# Northampton County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Northampton County Public Schools  
7207 Young Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 53.85% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.16% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.33% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 32.37% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 37.84% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 51.38% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.72% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.29% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.67% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 92.31% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 23.08% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 84.62% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 23.08% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 76.92% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 23.08% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.35% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Northumberland County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Northumberland County Public Schools  
2172 Northumberland Highway   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 40% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.78% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 63.16% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.16% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.75% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.85% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 40% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.24% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Norton City Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 74.60% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 59.15% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 93.33% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.83% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Nottoway County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 47.06% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.44% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.71% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 34.13% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 35.94% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 49.57% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.48% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.88% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 15.38% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 46.15% | ≥63.5% | 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 |

# Orange County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 78.38% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.80% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.68% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.96% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 51.59% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 69.20% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.58% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.80% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 11.11% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 14.81% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.75% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 62.5% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 93.75% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 62.5% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 93.75% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 62.5% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 9.09% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 36.36% | ≥63.5% | 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 | 45.45% | ≥72.0% | No |

# Page County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Page County Public Schools  
735 West Main Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 52.63% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.12% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 37.50% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 43.36% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.48% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.61% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.38% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 14.10% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 81.82% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 78.79% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.97% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 75.76% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 5.88% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.71% | ≥63.5% | 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 | 70.59% | ≥72.0% | No |

# Patrick County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Patrick County Public Schools  
104 Rucker Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 55.56% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 65.13% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 78.26% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.66% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.25% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 0.28% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 7.84% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 81.82% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 90.91% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 100% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.11% | ≥63.5% | 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 |

# Petersburg City Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 37.78% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.92% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 97.49% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.41% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 30.47% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 30.04% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 69.35% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 18.34% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.50% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 75.86% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 17.24% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.24% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 14.29% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.38% | ≥63.5% | 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 |

# Pittsylvania County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Pittsylvania County Public Schools  
39 Bank Street 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 64.58% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.17% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.37% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 54.76% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 64.23% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.97% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.82% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 8.20% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 63.86% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 32.53% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 80% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 73.33% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 73.33% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.75% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35.42% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56.25% | ≥63.5% | 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 |

# Poquoson City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

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

The *Individuals with Disabilities Education Act* (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state’s special education [State Performance Plan/Annual Performance Report](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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 53.33% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.85% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.22% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 70.37% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 67.19% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.52% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.13% | ≤8.0% | No |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.48% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Portsmouth City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Portsmouth City Public Schools  
801 Crawford Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 49.47% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.45% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.87% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.80% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.86% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 52% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.09% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.04% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.08% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.53% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 30.15% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 88.37% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 11.63% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 93.02% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 16.28% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.86% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 18.6% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 60% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.28% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 21.43% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 48.21% | ≥63.5% | 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 | 53.57% | ≥72.0% | No |

# Powhatan County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Powhatan County Public Schools  
4290 Anderson Highway  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 61.29% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.32% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.65% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.36% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 53.87% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 54.52% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.54% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.02% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 59.18% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.16% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 88.89% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 60% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 36% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 94.44% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 64% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.08% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35.71% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75% | ≥63.5% | 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 |

# Prince Edward County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 20.83% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.70% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 21.95% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 22.82% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.19% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.31% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.84% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 36.36% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 0% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 77.78% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 36.36% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.71% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.77% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 11.11% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 33.33% | ≥63.5% | 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 |

# Prince George County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Prince George County Public Schools  
6410 Courts Road   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 63.04% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.39% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.77% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.14% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 54.63% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 56.93% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.41% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.52% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.26% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 4.76% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 44.05% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 18.18% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 18.18% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 21.21% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.19% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.42% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 83.33% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.57% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.90% | ≥63.5% | 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 |

# Prince William County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Prince William County Public Schools  
14715 Bristow Road  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 64.14% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.49% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.05% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.50% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 52.84% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 57.55% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 65.13% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.31% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.56% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 19.95% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 29.43% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 79.39% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 48.81% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 88.98% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 31.13% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 75.14% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 79.42% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.98% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 28.81% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.06% | ≥63.5% | 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 | 64.54% | ≥72.0% | No |

# Pulaski County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Pulaski County Public Schools  
202 North Washington Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 64.62% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.85% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.16% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.75% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 34.65% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 46.46% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | Yes |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 51.60% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.25% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.40% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 53.33% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 25.45% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.91% | ≥63.5% | 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 | 74.55% | ≥72.0% | Yes |

# Radford City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Radford City Public Schools  
1612 Wadsworth Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 31.25% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.07% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.08% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.23% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 52.78% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 89.84% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 1.60% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.21% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.33% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.12% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 9.09% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 45.45% | ≥63.5% | 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 | 45.45% | ≥72.0% | No |

# Rappahannock County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.04% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.15% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 42% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 62.26% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 70.59% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.90% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.84% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 50% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 94.44% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Richmond City Public Schools  
301 North 9th Street 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 41.30% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 5.83% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.99% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.15% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 28.03% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 31.77% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.03% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.52% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.28% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.78% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 60.67% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 95.24% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 41.94% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.77% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 37.63% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 93.83% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 41.94% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.09% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.26% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 44% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 77% | ≥63.5% | 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% | ≥72.0% | Yes |

# Richmond County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Richmond County Public Schools  
92 Walnut   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 31.46% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 50% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.89% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.07% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.36% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 42.86% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.82% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Roanoke City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Roanoke City Public Schools  
40 Douglas Avenue 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 34.06% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.31% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.35% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.34% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.23% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 55.60% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 62.59% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.71% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.88% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 47.89% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 34.51% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 94.92% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 65.41% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.18% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 48.12% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90.74% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 69.17% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.35% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.86% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 32.14% | ≥63.5% | 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 | 46.43% | ≥72.0% | No |

# Roanoke County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Roanoke County Public Schools  
5937 Cove Road 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70.95% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.83% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.69% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 53.75% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 65.11% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.42% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.46% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.89% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.53% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 4.55% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 93.06% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 51.72% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.81% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 52.87% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 85.07% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 57.47% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.25% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 27.87% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.77% | ≥63.5% | 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 | 77.05% | ≥72.0% | Yes |

# Rockbridge County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Rockbridge County Public Schools  
2893 Collierstown Road  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 44.44% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.35% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.04% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.70% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 49.76% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 57.46% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.46% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.59% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 13.41% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 75% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 3.13% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.92% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 5.26% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 31.58% | ≥63.5% | 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 | 31.58% | ≥72.0% | No |

# Rockingham County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 70.51% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.50% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.67% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 43.53% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 55.08% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 70.76% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.49% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 71.13% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 10.56% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96.88% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 56.76% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 48.65% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.77% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 62.16% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.69% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 96.97% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60% | ≥63.5% | 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 | 81.82% | ≥72.0% | Yes |

# Russell County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Russell County Public Schools  
P. O. Box 8  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 69.81% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.54% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.66% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.66% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 63.51% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 68.62% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.91% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.24% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.76% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 59.72% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.92% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24.32% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.86% | ≥63.5% | 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 | 72.97% | ≥72.0% | Yes |

# Salem City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Salem City Public Schools  
510 South College Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 69.57% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 51.32% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 49.06% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.15% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.96% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.05% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 1.61% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.91% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 66.67% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 16.67% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90.91% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 61.11% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.15% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 45.45% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.18% | ≥63.5% | 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 | 68.18% | ≥72.0% | No |

# Scott County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Scott County Public Schools  
340 East Jackson Street  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 62.86% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.40% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 60.56% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 71.03% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.50% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.08% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 88.16% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 55.88% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.97% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 44.12% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 58.82% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥63.5% | 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 |

# Shenandoah County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Shenandoah County Public Schools  
600 North Main Street, 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 73.33% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.02% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.35% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.62% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 47.07% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.02% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.09% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.24% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 32.76% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 12.07% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 97.87% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 58.49% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 98.08% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 39.62% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 98.11% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 64.15% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.74% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 26.92% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 88.46% | ≥63.5% | 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 | 88.46% | ≥72.0% | Yes |

# Smyth County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Smyth County Public Schools  
121 Bagley Circle Suite 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 59.09% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.40% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.43% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 54.22% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 63.58% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.79% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.33% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.38% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.19% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 18.92% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 58.06% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 86.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 45.16% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95.83% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 64.52% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.49% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 17.65% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.94% | ≥63.5% | 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 |

# Southampton County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 36% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 2.60% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 51.35% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 60.22% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 52.24% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.24% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 11.34% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 96.08% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 14.29% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 0% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 92.86% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 0% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.33% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 14.29% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥63.5% | 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 | 78.57% | ≥72.0% | Yes |

# Spotsylvania County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Spotsylvania County Public Schools  
8020 River Stone 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 58.33% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.83% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.90% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.68% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 40.86% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 48.24% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 47.45% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.78% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 7.09% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.98% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 28.46% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 97.25% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 52.59% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 99.12% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50.86% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 94.34% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 58.62% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.21% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.72% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 24.19% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 56.45% | ≥63.5% | 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 | 62.90% | ≥72.0% | No |

# Stafford County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 68.22% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.10% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.42% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.40% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.47% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 55.42% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 62.46% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.75% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4.56% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.54% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 12.82% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 98.85% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 65.09% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 56.6% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 66.04% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.86% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.77% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 43.59% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80.13% | ≥63.5% | 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 | 85.26% | ≥72.0% | Yes |

# Staunton City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Staunton City Public Schools  
116 West Beverly Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 46.88% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.20% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.49% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.02% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 47.21% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 63.05% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.29% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.67% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.03% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.55% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 0% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 78.57% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 92.86% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 78.57% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 33.33% | ≥63.5% | 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 |

# Suffolk City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Suffolk City Public Schools  
100 North Main Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 51.56% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 3.96% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.27% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.42% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 38.63% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 52.14% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.71% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.85% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.05% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 10.46% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 43.14% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.38% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 45.28% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 90.57% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 35.85% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 90% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 41.51% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.46% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 19.69% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.59% | ≥63.5% | 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 | 80.31% | ≥72.0% | Yes |

# Surry County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Surry County Public Schools  
45 School Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 72.73% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.61% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 53.25% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 60.76% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.31% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.51% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.51% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 56.25% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 31.25% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 50% | ≥76.0% | No |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 |

# Sussex County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Sussex County Public Schools  
21302 Sussex Drive

Stony Creek, Virginia 23882

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 30.77% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.63% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 62.50% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.97% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.49% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.38% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 64.71% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 35.29% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 18.18% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.64% | ≥63.5% | 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 | 72.73% | ≥72.0% | Yes |

# Tazewell County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Tazewell County Public Schools  
506 Jeffersonville Street  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 51.39% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.74% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 97.81% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.02% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 59.55% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 68.42% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.08% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.66% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 1.54% | ≤2.5% | Yes |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five 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% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 17.82% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 81.25% | ≥90.1% | No |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 66.67% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 83.33% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 50% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 57.14% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 62.5% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.88% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 31.58% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.68% | ≥63.5% | 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 | 86.84% | ≥72.0% | Yes |

# Virginia Beach City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Virginia Beach City Public Schools  
2512 George Mason Drive   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 54.67% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.24% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.44% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.38% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 50.91% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 59.62% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.29% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.64% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.48% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.48% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 36.42% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96.33% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 47.1% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96.9% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 38.22% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 94.29% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 53.67% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.92% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | Yes |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.40% | 100% | No |

## Indicator 12: Part C to Part B Transition

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 35.40% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.37% | ≥63.5% | 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 | 74.63% | ≥72.0% | Yes |

# Warren County Public Schools FFY 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 58.93% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.87% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.92% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 98.50% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 37.87% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 43.26% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 87.58% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.48% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.90% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.23% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 14.29% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.91% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 64% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 96% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 32% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 85.71% | ≥91.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 68% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.58% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 42.22% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.56% | ≥63.5% | 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 |

# Washington County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Washington County Public Schools  
812 Thompson Drive   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 67.07% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.75% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 98.31% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 97.48% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 60.63% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 71.08% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.55% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.01% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 4% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 20.87% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 19.13% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 68.42% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 73.68% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 71.05% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.93% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.44% | ≥63.5% | 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 |

# Waynesboro City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Waynesboro City Public Schools  
301 Pine Avenue   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 9.09% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.65% | ≤1.40% | No |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 29.80% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 44.17% | ≥48.0% | No |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 60.13% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.17% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 13.73% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 8.51% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 27.66% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 91.67% | ≥57.9% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 95.83% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 66.67% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95.65% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 66.67% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.89% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 20% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 40% | ≥63.5% | 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 | 40% | ≥72.0% | No |

# West Point Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

West Point Public Schools  
1626 Main Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | ≤ 10 Students | ≥56.0% | Too few students to evaluate |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 65.31% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 68.63% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 52.86% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.29% | ≤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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.84% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 47.37% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.67% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | ≤ 10 Students | ≥36.0% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤ 10 Students | ≥63.5% | 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 2018 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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 50% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 0.95% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.24% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.32% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 48.46% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 65.52% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 50.43% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.21% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 10.78% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 70.37% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 3.70% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | ≤ 10 Students | ≥90.1% | Too few students to evaluate |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | ≤ 10 Students | ≥57.9% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | ≤ 10 Students | ≥94.0% | Too few students to evaluate |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | ≤ 10 Students | ≥47.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | ≤ 10 Students | ≥91.0% | Too few students to evaluate |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | ≤ 10 Students | ≥65.3% | Too few students to evaluate |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 97.56% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 12.50% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 87.50% | ≥63.5% | 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 |

# Williamsburg-James City County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Williamsburg-James City County Public Schools  
117 Ironbound Road  
Williamsburg, Virginia 23185

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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 65.66% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.53% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 90.84% | ≥95.0% | No |
| **3c.** Students with disabilities proficiency rate for English/reading | 46.60% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 59.56% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.71% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.56% | ≤8.0% | No |
| **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 | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 32.57% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 1.53% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 96.63% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 56.12% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 94.38% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 58.16% | ≥47.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.51% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 72.45% | ≥65.3% | Yes |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.78% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 98.28% | 100% | No |

## Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.93% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 67.86% | ≥63.5% | 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 | 80.36% | ≥72.0% | Yes |

# Winchester City Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Winchester City Public Schools  
12 North Washington Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 42.31% | ≥56.0% | No |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.13% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.48% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 37.35% | ≥46.0% | No |
| **3c**. Students with disabilities proficiency rate for math | 51.05% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.74% | ≥70.0% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.05% | ≤8.0% | No |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 6.39% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 80.49% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 12.20% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 25% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 33.33% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 33.33% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.26% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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. | 84% | 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 14.29% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 67.86% | ≥63.5% | 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 | 82.14% | ≥72.0% | Yes |

# Wise County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Wise County Public Schools  
628 Lake Street NE  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 68.97% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Students with disabilities grades 7-12 who dropped out | 1.05% | ≤1.40% | Yes |

## Indicator 3: Participation and Performance on Statewide Assessments

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 100% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 61.38% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 80.40% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 84.95% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.51% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 2.68% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 85.60% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 1.60% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 100% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 37.5% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 100% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 40.63% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 100% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 43.75% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 97.82% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 62.75% | ≥63.5% | 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 |

# Wythe County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

Wythe County Public Schools  
1570 West Reservoir Street   
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 73.33% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.65% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 100% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 60.99% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 70.55% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4A |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.99% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.46% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 9.78% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 78.38% | ≥35.0% | Yes |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 8.11% | ≤17.0% | Yes |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 95.24% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 54.17% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 91.67% | ≥94.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 33.33% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 95.45% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 54.17% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.10% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 23.08% | ≥36.0% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 53.85% | ≥63.5% | 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 | 57.69% | ≥72.0% | No |

# York County Public Schools FFY 2018 SPECIAL EDUCATION PERFORMANCE REPORT

York County Public Schools  
302 Dare Road  
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 | 2018-2019 Division Performance (based on data from 2017-2018) | 2018-2019 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs graduation from high school with a regular diploma | 78.41% | ≥56.0% | Yes |

## Indicator 2: Dropouts

| Indicator Description | 2018-2018 Division Performance (based on data from 2017-2018) | 2018-2019 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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **3b.** Students with disabilities participation rate for English/reading | 99.88% | ≥95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.66% | ≥95.0% | Yes |
| **3c.** Students with disabilities proficiency rate for English/reading | 61.60% | ≥46.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 70.17% | ≥48.0% | Yes |

## Indicator 4: Suspension/Expulsion

| Indicator Description | 2018-2019  Significant Discrepancy |
| --- | --- |
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten 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. | No |
| **4b.** Division identified withsignificant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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. | No discrepancy in 4B |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.98% | ≥70.0% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.72% | ≤8.0% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 3.37% | ≤2.5% | No |

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

| Indicator Description | 2018-2019 Division  Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **6a.** Children aged three through five with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 34.76% | ≥35.0% | No |
| **6b**. Children aged three through five with IEPs attend a separate special education class, separate school, or residential facility | 31.10% | ≤17.0% | No |

## Indicator 7: Preschool Outcomes

| Indicator Description | Outcome | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- | --- |
| **7a.** Positive social-emotional skills (including social relationships) | A1. Percent entered below age expectations | 90.91% | ≥90.1% | Yes |
| 7a. Positive social-emotional skills (including social relationships) | A2. Percent functioning within age expectations | 50% | ≥57.9% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | B1. Percent entered below age expectations | 98.31% | ≥94.0% | Yes |
| **7b**. Acquisition and use of knowledge and skills (including early | B2. Percent functioning within age expectations | 40.32% | ≥47.0% | No |
| **7c**. Use of appropriate behavior to meet their needs | C1. Percent entered below age expectations | 96.23% | ≥91.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | C2. Percent functioning within age expectations | 48.39% | ≥65.3% | No |

## Indicator 8: Parent Involvement

| Indicator Description | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.95% | ≥76.0% | Yes |

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

| Indicator Description | 2018-2019 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 | No |

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

| Indicator Description | 2018-2019 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| Indicator Description | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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 | 2018-2019 Division Performance | 2018-2019 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: | 2018-2019 Division Performance | 2018-2019 State Target | State Target  Met |
| --- | --- | --- | --- |
| **14a**. Enrolled in higher education within one year of leaving high school | 53.97% | ≥36.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 77.78% | ≥63.5% | 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 | 79.37% | ≥72.0% | Yes |