

Report to the Public  
(All Divisions)

Federal Fiscal Year (FFY) 2021 Special Education  
Performance Reports

# Report to the Public (All Divisions) Federal Fiscal Year (FFY) 2021 Special Education Performance Reports

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## Accomack County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 66.04% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.32% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.33% | ≥95.00% | Yes |
| High School | 91.11% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.72% | ≥95.00% | Yes |
| High School | 86.67% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥38.55% | No |
| Grade 8 | 27.78% | ≥31.18% | No |
| High School | 23.08% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.67% | ≥28.45% | No |
| Grade 8 | 32.08% | ≥22.25% | Yes |
| High School | 91.67% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.47% | ≤29.17% | No |
| Grade 8 | 45.33% | ≤38.03% | No |
| High School | 54.81% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.18% | ≤26.84% | No |
| Grade 8 | 31.78% | ≤33.71% | Yes |
| High School | 0.86% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 86.68% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.37% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.72% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 51.79% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 17.86% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 93.55% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 58.97% | ≥55.25% | Yes |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 94.87% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 28.21% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 90.63% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 46.15% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.48% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 26.32% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 55.26% | ≥66.00% | 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 | 71.05% | ≥73.00% | No |

## Albemarle County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 76.44% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 3.45% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.43% | ≥95.00% | Yes |
| High School | 90.58% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.15% | ≥95.00% | Yes |
| Grade 8 | 98.41% | ≥95.00% | Yes |
| High School | 95.00% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.51% | ≥38.55% | Yes |
| Grade 8 | 36.28% | ≥31.18% | Yes |
| High School | 50.44% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 27.68% | ≥22.25% | Yes |
| High School | 69.61% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 72.73% | ≥74.17% | No |
| Grade 8 | 66.67% | ≥71.95% | No |
| High School | 91.67% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 72.73% | ≥65.53% | Yes |
| Grade 8 | 75.00% | ≥66.72% | Yes |
| High School | 91.67% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.29% | ≤29.17% | No |
| Grade 8 | 38.23% | ≤38.03% | No |
| High School | 33.79% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.74% | ≤26.84% | No |
| Grade 8 | 41.38% | ≤33.71% | No |
| High School | 17.31% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 84.02% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.76% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.88% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 29.69% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 35.94% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.78% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 92.06% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 39.19% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.26% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 27.03% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 89.39% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 39.19% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 79.49% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 91.43% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 97.44% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 31.25% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.92% | ≥66.00% | 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 | 81.25% | ≥73.00% | Yes |

## Alexandria City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 65.22% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 3.48% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.25% | ≥95.00% | Yes |
| Grade 8 | 93.97% | ≥95.00% | No |
| High School | 89.47% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.25% | ≥95.00% | Yes |
| Grade 8 | 94.03% | ≥95.00% | No |
| High School | 94.52% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.50% | ≥38.55% | No |
| Grade 8 | 20.59% | ≥31.18% | No |
| High School | 43.33% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.97% | ≥28.45% | No |
| Grade 8 | 20.17% | ≥22.25% | No |
| High School | 40.98% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 84.62% | ≥74.17% | Yes |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.15% | ≥65.53% | No |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.78% | ≤29.17% | No |
| Grade 8 | 39.14% | ≤38.03% | No |
| High School | 29.98% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.91% | ≤26.84% | No |
| Grade 8 | 35.25% | ≤33.71% | No |
| High School | 32.81% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.81% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.64% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.97% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.49% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 43.98% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 1.20% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.67% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 27.91% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 96.30% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 34.88% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 89.41% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 37.21% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 55.56% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.76% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 30.99% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.06% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 84.51% | ≥73.00% | Yes |

## Alleghany County Public Schools FFY 2021[[1]](#footnote-1) 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 33.33% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.56% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 61.11% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 75.00% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 36.84% | ≥31.18% | Yes |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 26.32% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 31.66% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 25.25% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.90% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.27% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 9.27% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 56.25% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 12.50% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.00% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 10.53% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.16% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 63.16% | ≥73.00% | No |

## Amelia County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 83.33% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.56% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥38.55% | No |
| Grade 8 | 30.77% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 33.33% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.52% | ≤29.17% | No |
| Grade 8 | 36.82% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.58% | ≤26.84% | Yes |
| Grade 8 | 31.46% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.06% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.17% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.13% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 45.45% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 27.27% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.66% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 16.67% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.33% | ≥66.00% | 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 | 83.33% | ≥73.00% | Yes |

## Amherst County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 73.81% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.90% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 89.29% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 88.89% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.56% | ≥38.55% | No |
| Grade 8 | 26.47% | ≥31.18% | No |
| High School | 52.63% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.22% | ≥28.45% | No |
| Grade 8 | 24.24% | ≥22.25% | Yes |
| High School | 72.22% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.85% | ≤29.17% | No |
| Grade 8 | 32.35% | ≤38.03% | Yes |
| High School | 28.85% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.41 | ≤26.84% | No |
| Grade 8 | 24.31% | ≤33.71% | Yes |
| High School | 18.07% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.29% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.69% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.11% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 51.22% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 26.83% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.67% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 37.50% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 86.67% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 37.50% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 84.62% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 43.75% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.80% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 8.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50.00% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 62.50% | ≥73.00% | No |

## Appomattox County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 61.54% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 84.62% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 81.82% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.29% | ≥38.55% | No |
| Grade 8 | 18.75% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.53% | ≥28.45% | No |
| Grade 8 | 17.65% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.35% | ≤29.17% | No |
| Grade 8 | 47.92% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.52% | ≤26.84% | No |
| Grade 8 | 41.80% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.54% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.15% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 12.75% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 38.10% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 47.62% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 18.18% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 18.18% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 90.91% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 18.18% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 73.68% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 94.74% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 89.58% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 8.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 83.33% | ≥73.00% | Yes |

## Arlington County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 82.72% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 1.84% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.65% | ≥95.00% | Yes |
| Grade 8 | 98.72% | ≥95.00% | Yes |
| High School | 89.04% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.66% | ≥95.00% | Yes |
| Grade 8 | 98.39% | ≥95.00% | Yes |
| High School | 91.49% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 51.10% | ≥38.55% | Yes |
| Grade 8 | 44.68% | ≥31.18% | Yes |
| High School | 62.20% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.80% | ≥28.45% | Yes |
| Grade 8 | 29.18% | ≥22.25% | Yes |
| High School | 78.61% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.67% | ≥74.17% | No |
| Grade 8 | 80.77% | ≥71.95% | Yes |
| High School | 92.86% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 60.00% | ≥65.53% | No |
| Grade 8 | 64.00% | ≥66.72% | No |
| High School | 92.86% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.92% | ≤29.17% | Yes |
| Grade 8 | 35.20% | ≤38.03% | Yes |
| High School | 25.54% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.61% | ≤26.84% | No |
| Grade 8 | 41.60% | ≤33.71% | No |
| High School | 13.93% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 66.87% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.42% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.37% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 44.23% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 25.96% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.96% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 95.60% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 40.00% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 96.74% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 54.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 94.19% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 54.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.21% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.33% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 62.31% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86.93% | ≥66.00% | 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 | 92.46% | ≥73.00% | Yes |

## Augusta County Public Schools FFY 2021 Special Education Performance Report

Augusta County Public Schools  
18 Government Center Lane  
Verona, 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 73.33% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.33% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.39% | ≥95.00% | Yes |
| High School | 95.00% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 95.35% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.57% | ≥38.55% | No |
| Grade 8 | 20.00% | ≥31.18% | No |
| High School | 41.30% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.58% | ≥28.45% | No |
| Grade 8 | 17.65% | ≥22.25% | No |
| High School | 73.33% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | 90.91% | ≥71.95% | Yes |
| High School | 72.73% | ≥79.22% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | 90.91% | ≥66.72% | Yes |
| High School | 72.73% | ≥72.89% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.82% | ≤29.17% | No |
| Grade 8 | 51.70% | ≤38.03% | No |
| High School | 40.44% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 51.08% | ≤26.84% | No |
| Grade 8 | 48.89% | ≤33.71% | No |
| High School | 21.64% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.13% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.94% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.62% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 74.47% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 96.15% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 53.85% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 88.46% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 34.62% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 53.85% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.78% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.78% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 92.86% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 93.33% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 20.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 74.00% | ≥66.00% | 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 | 76.00% | ≥73.00% | Yes |

## Bath County Public Schools FFY 2021 Special Education Performance Report

Bath County Public Schools  
12145 Sam Snead Highway, U.S. Route 220 North  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.11% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 3.61% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.02% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Bedford County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 60.91% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.73% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.70% | ≥95.00% | Yes |
| Grade 8 | 98.90% | ≥95.00% | Yes |
| High School | 75.38% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.91% | ≥95.00% | Yes |
| High School | 77.08% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.78% | ≥38.55% | Yes |
| Grade 8 | 31.65% | ≥31.18% | Yes |
| High School | 52.50% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.88% | ≥28.45% | Yes |
| Grade 8 | 20.00% | ≥22.25% | No |
| High School | 75.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | 90.91% | ≥71.95% | Yes |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | 100% | ≥66.72% | Yes |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.12% | ≤29.17% | No |
| Grade 8 | 40.42% | ≤38.03% | No |
| High School | 30.08% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.41% | ≤26.84% | No |
| Grade 8 | 40.12% | ≤33.71% | No |
| High School | 18.65% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.86% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.10% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.22% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.72% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 30.23% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 90.91% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 36.00% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 89.80% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 28.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.18% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 56.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.95% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.82% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 25.49% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.43% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 84.31% | ≥73.00% | Yes |

## Bland County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 85.71% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.61% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.27% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.76% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.78% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 42.86% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥66.00% | 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% | ≥73.00% | Yes |

## Botetourt County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 69.05% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.38% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.30% | ≥95.00% | Yes |
| High School | 93.94% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.30% | ≥95.00% | Yes |
| High School | 97.14% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.88% | ≥38.55% | Yes |
| Grade 8 | 40.00% | ≥31.18% | Yes |
| High School | 56.67% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.67% | ≥28.45% | Yes |
| Grade 8 | 60.00% | ≥22.25% | Yes |
| High School | 81.82% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.98% | ≤29.17% | No |
| Grade 8 | 43.81% | ≤38.03% | No |
| High School | 35.09% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 19.68% | ≤26.84% | Yes |
| Grade 8 | 29.52% | ≤33.71% | Yes |
| High School | 14.94% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.62% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.74% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.92% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 11.86% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 54.24% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 3.39% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 92.00% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 44.44% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 96.30% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 44.44% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.50% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 51.85% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.68% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 25.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 58.33% | ≥66.00% | 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% | ≥73.00% | No |

## Bristol City Public Schools FFY 2021 Special Education Performance Report

Bristol City Public Schools  
280 Lee 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 35.29% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.76% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 75.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 70.59% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 52.00% | ≥38.55% | Yes |
| Grade 8 | 27.27% | ≥31.18% | No |
| High School | 33.33% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.00% | ≥28.45% | Yes |
| Grade 8 | 9.09% | ≥22.25% | No |
| High School | 33.33% | ≥38.10% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.94% | ≤29.17% | Yes |
| Grade 8 | 42.67% | ≤38.03% | No |
| High School | 46.81% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.94% | ≤26.84% | No |
| Grade 8 | 49.45% | ≤33.71% | No |
| High School | 52.59% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.73% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 15.18% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.45% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.05% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 10.81% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 35.71% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.86% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 50.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 35.71% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.29% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 50.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50.00% | ≥66.00% | 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 | 50.00% | ≥73.00% | No |

## Brunswick County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 66.67% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.76% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 88.24% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 93.33% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | 16.67% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | 54.55% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | 49.35% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | 21.18% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.35% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.39% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.76% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.83% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 20.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 40.00% | ≥66.00% | 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 | 60.00% | ≥73.00% | No |

## Buchanan County Public Schools FFY 2021 Special Education Performance Report

Buchanan County Public Schools  
4447 Slate Creek Road, Suite 100  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 75.00% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.50% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 97.37% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 82.35% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 97.37% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 90.91% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.73% | ≥38.55% | No |
| Grade 8 | 30.95% | ≥31.18% | No |
| High School | 28.57% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.92% | ≥28.45% | No |
| Grade 8 | 23.81% | ≥22.25% | Yes |
| High School | 63.33% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.75% | ≤29.17% | No |
| Grade 8 | 26.74% | ≤38.03% | Yes |
| High School | 46.29% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.32% | ≤26.84% | No |
| Grade 8 | 35.33% | ≤33.71% | No |
| High School | 25.50% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.28% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.25% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 96.43% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 93.33% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 43.75% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.75% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 43.75% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 93.33% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 56.25% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 98.15% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 30.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.00% | ≥66.00% | 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 | 70.00% | ≥73.00% | No |

## Buckingham County Public Schools FFY 2021 Special Education Performance Report

Buckingham County Public Schools  
15595 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 70.59% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.76% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 94.74% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.65% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.65% | ≥38.55% | No |
| Grade 8 | 29.41% | ≥31.18% | No |
| High School | 26.67% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 11.76% | ≥28.45% | No |
| Grade 8 | 16.67% | ≥22.25% | No |
| High School | 73.33% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.39% | ≤29.17% | No |
| Grade 8 | 22.10% | ≤38.03% | Yes |
| High School | 37.80% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.90% | ≤26.84% | No |
| Grade 8 | 40.64% | ≤33.71% | No |
| High School | 8.87% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.32% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.70% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 12.92% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 65.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 30.00% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 28.57% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 42.86% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 42.86% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.24% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 20.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.00% | ≥66.00% | 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 | 86.67% | ≥73.00% | Yes |

## Buena Vista City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 58.33% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 25.00% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≥38.55% | Yes |
| Grade 8 | 25.00% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥28.45% | No |
| Grade 8 | 16.67% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.76% | ≤29.17% | No |
| Grade 8 | 37.12% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≤26.84% | No |
| Grade 8 | 38.02% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.95% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0.62% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 14.20% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 81.82% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 75.00% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Campbell County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 73.56% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 1.15% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.89% | ≥95.00% | Yes |
| High School | 95.89% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.84% | ≥95.00% | Yes |
| High School | 86.89% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.93% | ≥38.55% | No |
| Grade 8 | 20.51% | ≥31.18% | No |
| High School | 34.55% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.14% | ≥28.45% | Yes |
| Grade 8 | 15.58% | ≥22.25% | No |
| High School | 81.58% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 81.82% | ≥74.17% | Yes |
| Grade 8 | 93.33% | ≥71.95% | Yes |
| High School | 100% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 81.82% | ≥65.53% | Yes |
| Grade 8 | 93.33% | ≥66.72% | Yes |
| High School | 100% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.29% | ≤29.17% | No |
| Grade 8 | 47.93% | ≤38.03% | No |
| High School | 41.36% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.95% | ≤26.84% | No |
| Grade 8 | 42.20% | ≤33.71% | No |
| High School | 12.15% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 63.03% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.24% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.57% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 47.37% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 36.84% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 6.32% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 89.36% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 33.33% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 90.20% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 29.41% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.23% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 33.33% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.06% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 96.97% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 19.35% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.29% | ≥66.00% | 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 | 69.35% | ≥73.00% | No |

## Caroline County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 65.79% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.89% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 94.59% | ≥95.00% | No |
| Grade 8 | 97.92% | ≥95.00% | Yes |
| High School | 97.22% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 94.74% | ≥95.00% | No |
| Grade 8 | 97.92% | ≥95.00% | Yes |
| High School | 96.55% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.00% | ≥38.55% | No |
| Grade 8 | 9.52% | ≥31.18% | No |
| High School | 21.43% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.89% | ≥28.45% | No |
| Grade 8 | 9.52% | ≥22.25% | No |
| High School | 54.55% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.42% | ≤29.17% | No |
| Grade 8 | 42.72% | ≤38.03% | No |
| High School | 54.57% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.54% | ≤26.84% | No |
| Grade 8 | 32.25% | ≤33.71% | Yes |
| High School | 26.47% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.02% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 16.19% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.86% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 26.83% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 41.46% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 92.31% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 30.77% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.83% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 38.46% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 80.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 38.46% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 66.36% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.65% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 19.23% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 73.08% | ≥73.00% | Yes |

## Carroll County Public Schools FFY 2021 Special Education Performance Report

Carroll County Public Schools  
605-9 Pine Street  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 73.68% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.89% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.50% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 93.94% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 60.00% | ≥38.55% | Yes |
| Grade 8 | 42.86% | ≥31.18% | Yes |
| High School | 38.24% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥28.45% | Yes |
| Grade 8 | 28.57% | ≥22.25% | Yes |
| High School | 75.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.87% | ≤29.17% | Yes |
| Grade 8 | 38.10% | ≤38.03% | No |
| High School | 34.92% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.07% | ≤26.84% | No |
| Grade 8 | 43.96% | ≤33.71% | No |
| High School | 15.41% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.45% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.91% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.73% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 11.11% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 33.33% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 3.70% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 72.73% | ≥55.25% | Yes |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 36.36% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 85.71% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 81.82% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.71% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.78% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 91.67% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 18.75% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 59.38% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 62.50% | ≥73.00% | No |

## Charles City County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 58.16% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.27% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 10.20% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 50.00% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Charlotte County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.22% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 18.75% | ≥31.18% | No |
| High School | 41.18% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 37.50% | ≥22.25% | Yes |
| High School | 75.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 45.77% | ≤38.03% | No |
| High School | 40.20% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 38.50% | ≤33.71% | No |
| High School | 11.30% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.05% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.18% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 71.43% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 21.43% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.57% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 15.38% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 84.62% | ≥73.00% | Yes |

## Charlottesville City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 57.50% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.50% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 80.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 88.37% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.28% | ≥38.55% | No |
| Grade 8 | 24.00% | ≥31.18% | No |
| High School | 48.39% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 10.64% | ≥28.45% | No |
| Grade 8 | 24.00% | ≥22.25% | Yes |
| High School | 54.55% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.78% | ≤29.17% | No |
| Grade 8 | 29.14% | ≤38.03% | Yes |
| High School | 33.04% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.31% | ≤26.84% | No |
| Grade 8 | 24.86% | ≤33.71% | Yes |
| High School | 34.08% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.28% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.92% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 10.40% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 43.18% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 31.82% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 66.67% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 39.29% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 80.77% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 35.71% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 65.22% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 53.57% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.18% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 35.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 65.00% | ≥66.00% | 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 | 75.00% | ≥73.00% | Yes |

## Chesapeake City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 67.37% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.64% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.58% | ≥95.00% | Yes |
| Grade 8 | 98.83% | ≥95.00% | Yes |
| High School | 94.24% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.58% | ≥95.00% | Yes |
| Grade 8 | 98.85% | ≥95.00% | Yes |
| High School | 95.91% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 49.66% | ≥38.55% | Yes |
| Grade 8 | 37.50% | ≥31.18% | Yes |
| High School | 54.63% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.14% | ≥28.45% | Yes |
| Grade 8 | 32.07% | ≥22.25% | Yes |
| High School | 89.20% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥74.17% | No |
| Grade 8 | 63.64% | ≥71.95% | No |
| High School | 62.50% | ≥79.22% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 55.00% | ≥65.53% | No |
| Grade 8 | 54.55% | ≥66.72% | No |
| High School | 58.33% | ≥72.89% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.17% | ≤29.17% | Yes |
| Grade 8 | 37.89% | ≤38.03% | Yes |
| High School | 29.69% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.80% | ≤26.84% | No |
| Grade 8 | 35.33% | ≤33.71% | No |
| High School | 6.06% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 55.43% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.01% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.61% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0.83% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 5.52% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 82.24% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 57.35% | ≥55.25% | Yes |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 82.57% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 62.50% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 86.41% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 63.24% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.95% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.65% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 36.36% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 85.82% | ≥66.00% | 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 | 87.27% | ≥73.00% | Yes |

## Chesterfield County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 69.80% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 12.61% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.49% | ≥95.00% | Yes |
| Grade 8 | 96.88% | ≥95.00% | Yes |
| High School | 88.67% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.98% | ≥95.00% | Yes |
| Grade 8 | 97.06% | ≥95.00% | Yes |
| High School | 94.16% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.90% | ≥38.55% | Yes |
| Grade 8 | 28.24% | ≥31.18% | No |
| High School | 53.07% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.40% | ≥28.45% | Yes |
| Grade 8 | 48.87% | ≥22.25% | Yes |
| High School | 67.70% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 76.47% | ≥74.17% | Yes |
| Grade 8 | 66.15% | ≥71.95% | No |
| High School | 82.98% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 62.00% | ≥65.53% | No |
| Grade 8 | 61.54% | ≥66.72% | No |
| High School | 65.96% | ≥72.89% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.35% | ≤29.17% | No |
| Grade 8 | 39.01% | ≤38.03% | No |
| High School | 29.26% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.77% | ≤26.84% | No |
| Grade 8 | 27.72% | ≤33.71% | Yes |
| High School | 18.26% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.48% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.17% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.80% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.75% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 45.28% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 2.42% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 95.00% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 38.22% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.02% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 25.13% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 94.81% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 44.50% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.03% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 97.89% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 72.73% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 46.68% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 36.72% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 81.52% | ≥66.00% | 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 | 85.68% | ≥73.00% | Yes |

## Clarke County Public Schools FFY 2021 Special Education Performance Report

Clarke County Public Schools  
317 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 75.00% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 90.00% | ≥95.00% | No |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 85.00% | ≥95.00% | No |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.25% | ≥38.55% | No |
| Grade 8 | 22.22% | ≥31.18% | No |
| High School | 64.29% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.75% | ≥28.45% | No |
| Grade 8 | 17.65% | ≥22.25% | No |
| High School | 100% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.96% | ≤29.17% | No |
| Grade 8 | 47.71% | ≤38.03% | No |
| High School | 22.67% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.25% | ≤26.84% | No |
| Grade 8 | 47.85% | ≤33.71% | No |
| High School | 0% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.28% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.96% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.99% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 23.08% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.23% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 69.23% | ≥73.00% | No |

## Colonial Beach Public Schools FFY 2021 Special Education Performance Report

Colonial Beach Public Schools  
400 Lincoln 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.65% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.25% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 8.99% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Colonial Heights City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 80.65% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.45% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 93.33% | ≥95.00% | No |
| High School | 87.88% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.56% | ≥95.00% | Yes |
| High School | 92.31% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.89% | ≥38.55% | Yes |
| Grade 8 | 27.50% | ≥31.18% | No |
| High School | 48.15% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.78% | ≥28.45% | No |
| Grade 8 | 29.27% | ≥22.25% | Yes |
| High School | 86.36% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 91.67% | ≥74.17% | Yes |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 75.00% | ≥65.53% | Yes |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.12% | ≤29.17% | Yes |
| Grade 8 | 35.54% | ≤38.03% | Yes |
| High School | 29.94% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.75% | ≤26.84% | No |
| Grade 8 | 26.87% | ≤33.71% | Yes |
| High School | 7.35% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.78% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.05% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.80% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 45.45% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 18.18% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 9.09% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 77.78% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 50.00% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 81.82% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 25.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 91.67% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 50.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.49% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 38.10% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥66.00% | 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 | 76.19% | ≥73.00% | Yes |

## Covington City Public Schools FFY 2021[[2]](#footnote-2) 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 36.36% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 86.67% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.00% | ≥95.00% | Yes |
| High School | 92.31% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.53% | ≥38.55% | No |
| Grade 8 | 16.67% | ≥31.18% | No |
| High School | 46.15% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 0% | ≥28.45% | No |
| Grade 8 | 5.88% | ≥22.25% | No |
| High School | 50.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.76% | ≤29.17% | No |
| Grade 8 | 37.98% | ≤38.03% | Yes |
| High School | 26.92% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.53% | ≤26.84% | No |
| Grade 8 | 42.31% | ≤33.71% | No |
| High School | 34.62% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.50% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.50% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 13.50% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.83% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Craig County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 53.85% | ≥38.55% | Yes |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.46% | ≥28.45% | Yes |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.80% | ≤29.17% | Yes |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.30% | ≤26.84% | Yes |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 86.05% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.43% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Culpeper County Public Schools FFY 2021 Special Education Performance Report

Culpeper County Public Schools  
471 James Madison Highway, Suite 201  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 69.77% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 9.30% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 92.86% | ≥95.00% | No |
| High School | 91.23% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 92.86% | ≥95.00% | No |
| High School | 93.88% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.77% | ≥38.55% | No |
| Grade 8 | 23.21% | ≥31.18% | No |
| High School | 34.88% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.03% | ≥28.45% | No |
| Grade 8 | 30.36% | ≥22.25% | Yes |
| High School | 67.57% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.19% | ≤29.17% | No |
| Grade 8 | 40.34% | ≤38.03% | No |
| High School | 44.82% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.51% | ≤26.84% | No |
| Grade 8 | 39.89% | ≤33.71% | No |
| High School | 20.02% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.80% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.12% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.44% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 7.04% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 80.43% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 35.42% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.75% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 29.17% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.10% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 50.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.75% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 12.90% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.52% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 80.65% | ≥73.00% | Yes |

## Cumberland County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 53.85% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 15.38% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 35.71% | ≥31.18% | Yes |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 73.33% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 28.44% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 10.74% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.41% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.14% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.68% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 70.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Danville City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 58.18% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 20.00% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.44% | ≥95.00% | Yes |
| Grade 8 | 96.61% | ≥95.00% | Yes |
| High School | 88.37% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.44% | ≥95.00% | Yes |
| Grade 8 | 94.74% | ≥95.00% | No |
| High School | 94.44% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.43% | ≥38.55% | No |
| Grade 8 | 17.31% | ≥31.18% | No |
| High School | 31.03% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 14.29% | ≥28.45% | No |
| Grade 8 | 16.33% | ≥22.25% | No |
| High School | 44.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.13% | ≤29.17% | Yes |
| Grade 8 | 29.65% | ≤38.03% | Yes |
| High School | 39.53% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 19.05% | ≤26.84% | Yes |
| Grade 8 | 24.55% | ≤33.71% | Yes |
| High School | 29.36% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.05% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.48% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.92% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 39.22% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 60.78% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 7.14% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.86% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 14.29% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 92.86% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 14.29% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 72.88% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 90.70% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 41.18% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 47.06% | ≥66.00% | 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 | 58.82% | ≥73.00% | No |

## Dickenson County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 81.82% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 48.00% | ≥38.55% | Yes |
| Grade 8 | 32.00% | ≥31.18% | Yes |
| High School | 37.04% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.00% | ≥28.45% | No |
| Grade 8 | 48.00% | ≥22.25% | Yes |
| High School | 81.48% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.10% | ≤29.17% | Yes |
| Grade 8 | 37.70% | ≤38.03% | Yes |
| High School | 35.96% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.92% | ≤26.84% | Yes |
| Grade 8 | 27.76% | ≤33.71% | Yes |
| High School | 6.58% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 90.68% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.82% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.32% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.67% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 22.22% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 28.57% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.86% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 42.86% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 35.71% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.36% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 18.75% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.75% | ≥66.00% | 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 | 68.75% | ≥73.00% | No |

## Dinwiddie County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 65.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.50% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.30% | ≥95.00% | Yes |
| High School | 92.59% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.61% | ≥95.00% | Yes |
| High School | 93.48% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.50% | ≥38.55% | No |
| Grade 8 | 18.75% | ≥31.18% | No |
| High School | 40.91% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.50% | ≥28.45% | Yes |
| Grade 8 | 20.75% | ≥22.25% | No |
| High School | 64.86% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.07% | ≤29.17% | No |
| Grade 8 | 40.99% | ≤38.03% | No |
| High School | 31.76% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.66% | ≤26.84% | No |
| Grade 8 | 33.88% | ≤33.71% | No |
| High School | 16.99% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.83% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.90% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.94% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 52.00% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 94.12% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 17.65% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.75% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 23.53% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 82.35% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 11.76% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.35% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 95.10% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 9.68% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.97% | ≥66.00% | 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 | 74.19% | ≥73.00% | Yes |

## Essex County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 71.43% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.14% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 75.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 81.82% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.50% | ≥38.55% | No |
| Grade 8 | 36.36% | ≥31.18% | Yes |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 6.25% | ≥28.45% | No |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.75% | ≤29.17% | No |
| Grade 8 | 22.22% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.75% | ≤26.84% | Yes |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 46.45% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 25.14% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.37% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 23.08% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.92% | ≥66.00% | 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 | 76.92% | ≥73.00% | Yes |

## Fairfax County Public Schools FFY 2021 Special Education Performance Report

Fairfax County Public Schools  
Gatehouse Administration Center, 8115 Gatehouse Road  
Fairfax, 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 85.58% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.61% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.81% | ≥95.00% | Yes |
| Grade 8 | 98.88% | ≥95.00% | Yes |
| High School | 64.08% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.62% | ≥95.00% | Yes |
| Grade 8 | 98.06% | ≥95.00% | Yes |
| High School | 95.48% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 53.41% | ≥38.55% | Yes |
| Grade 8 | 43.00% | ≥31.18% | Yes |
| High School | 47.95% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.46% | ≥28.45% | Yes |
| Grade 8 | 38.59% | ≥22.25% | Yes |
| High School | 79.31% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 62.96% | ≥74.17% | No |
| Grade 8 | 57.00% | ≥71.95% | No |
| High School | 86.05% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.25% | ≥65.53% | Yes |
| Grade 8 | 54.55% | ≥66.72% | No |
| High School | 78.82% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.94% | ≤29.17% | Yes |
| Grade 8 | 36.04% | ≤38.03% | Yes |
| High School | 23.17% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.26% | ≤26.84% | Yes |
| Grade 8 | 36.23% | ≤33.71% | No |
| High School | 13.43% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 48.61% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 22.05% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.02% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 16.79% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 57.54% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 12.04% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.40% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 39.58% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 94.47% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 36.44% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.89% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 51.73% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.70% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.04% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 97.84% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 59.77% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 81.98% | ≥66.00% | 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 | 88.26% | ≥73.00% | Yes |

## Falls Church City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 100% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 84.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.30% | ≥95.00% | Yes |
| High School | 95.65% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 60.00% | ≥38.55% | Yes |
| Grade 8 | 67.65% | ≥31.18% | Yes |
| High School | 75.00% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 56.00% | ≥28.45% | Yes |
| Grade 8 | 51.52% | ≥22.25% | Yes |
| High School | 70.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.42% | ≤29.17% | No |
| Grade 8 | 25.66% | ≤38.03% | Yes |
| High School | 18.56% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.10% | ≤26.84% | No |
| Grade 8 | 35.98% | ≤33.71% | No |
| High School | 25.24% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.43% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.40% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.44% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 94.44% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 80.95% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 95.24% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 100% | ≥73.00% | Yes |

## Fauquier County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 68.75% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.84% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.67% | ≥95.00% | Yes |
| High School | 99.22% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.90% | ≥95.00% | Yes |
| High School | 98.35% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≥38.55% | Yes |
| Grade 8 | 31.86% | ≥31.18% | Yes |
| High School | 48.25% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.19% | ≥28.45% | Yes |
| Grade 8 | 18.75% | ≥22.25% | No |
| High School | 50.00% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 81.82% | ≥74.17% | Yes |
| Grade 8 | 84.62% | ≥71.95% | Yes |
| High School | 78.57% | ≥79.22% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 63.64% | ≥65.53% | No |
| Grade 8 | 61.54% | ≥66.72% | No |
| High School | 84.62% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.91% | ≤29.17% | No |
| Grade 8 | 41.89% | ≤38.03% | No |
| High School | 32.23% | ≤33.03% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.49% | ≤26.84% | No |
| Grade 8 | 41.62% | ≤33.71% | No |
| High School | 33.89% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.95% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.69% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.68% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 21.74% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 46.38% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 8.70% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.67% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 5.56% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 85.71% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 19.44% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.89% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 8.33% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.32% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.37% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 98.36% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | 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 | 80.95% | ≥73.00% | Yes |

## Floyd County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 71.43% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 90.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 93.33% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.78% | ≥38.55% | No |
| Grade 8 | 14.29% | ≥31.18% | No |
| High School | 23.53% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.39% | ≥28.45% | No |
| Grade 8 | 19.05% | ≥22.25% | No |
| High School | 85.71% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.23% | ≤29.17% | Yes |
| Grade 8 | 54.17% | ≤38.03% | No |
| High School | 58.17% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.28% | ≤26.84% | No |
| Grade 8 | 54.78% | ≤33.71% | No |
| High School | 8.61% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 88.10% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.58% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.60% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 31.82% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 40.91% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 84.62% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 57.14% | ≥55.25% | Yes |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 84.62% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 28.57% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 81.82% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 57.14% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.33% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 92.11% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 11.11% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 44.44% | ≥66.00% | 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% | ≥73.00% | No |

## Fluvanna County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.73% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 3.03% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 97.78% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 90.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 95.56% | ≥95.00% | Yes |
| Grade 8 | 96.30% | ≥95.00% | Yes |
| High School | 97.22% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.50% | ≥38.55% | No |
| Grade 8 | 20.83% | ≥31.18% | No |
| High School | 37.50% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 17.39% | ≥22.25% | No |
| High School | 77.42% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.11% | ≤29.17% | No |
| Grade 8 | 47.30% | ≤38.03% | No |
| High School | 45.25% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.53% | ≤26.84% | No |
| Grade 8 | 44.65% | ≤33.71% | No |
| High School | 16.44% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.87% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 15.32% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.95% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 31.43% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 37.14% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 2.86% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 28.57% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 42.86% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 35.71% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.54% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Yes |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 12.50% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 83.33% | ≥66.00% | 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% | ≥73.00% | Yes |

## Franklin City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | 91.67% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 58.62% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 25.00% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.76% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 71.43% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Franklin County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 57.45% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 21.28% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.70% | ≥95.00% | Yes |
| High School | 82.69% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.68% | ≥95.00% | Yes |
| High School | 93.88% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.16% | ≥38.55% | Yes |
| Grade 8 | 33.82% | ≥31.18% | Yes |
| High School | 37.50% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.77% | ≥28.45% | Yes |
| Grade 8 | 25.37% | ≥22.25% | Yes |
| High School | 74.42% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.97% | ≤29.17% | No |
| Grade 8 | 39.68% | ≤38.03% | No |
| High School | 46.86% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.58% | ≤26.84% | No |
| Grade 8 | 44.79% | ≤33.71% | No |
| High School | 18.22% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.79% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.50% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.96% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.87% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 36.51% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 96.88% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 26.47% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.06% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 26.47% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 96.97% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 29.41% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 74.19% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 87.50% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 27.87% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 6.98% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 55.81% | ≥66.00% | 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 | 65.12% | ≥73.00% | No |

## Frederick County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 76.76% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.93% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.34% | ≥95.00% | Yes |
| High School | 95.17% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.34% | ≥95.00% | Yes |
| High School | 98.45% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.20% | ≥38.55% | No |
| Grade 8 | 21.17% | ≥31.18% | No |
| High School | 49.59% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.12% | ≥28.45% | No |
| Grade 8 | 13.87% | ≥22.25% | No |
| High School | 70.54% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 94.12% | ≥74.17% | Yes |
| Grade 8 | 78.57% | ≥71.95% | Yes |
| High School | 93.33% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 64.71% | ≥65.53% | No |
| Grade 8 | 85.71% | ≥66.72% | Yes |
| High School | 93.33% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.60% | ≤29.17% | No |
| Grade 8 | 44.29% | ≤38.03% | No |
| High School | 33.81% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.25% | ≤26.84% | No |
| Grade 8 | 43.84% | ≤33.71% | No |
| High School | 21.73% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.47% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.45% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.35% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 14.10% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 85.90% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 97.67% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 37.21% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.62% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 37.21% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 93.02% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 41.86% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.33% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.50% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 26.05% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86.55% | ≥66.00% | 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 | 89.92% | ≥73.00% | Yes |

## Fredericksburg City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 46.67% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 20.00% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.45% | ≥95.00% | Yes |
| High School | 85.19% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 96.00% | ≥95.00% | Yes |
| Grade 8 | 90.48% | ≥95.00% | No |
| High School | 95.24% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.50% | ≥38.55% | No |
| Grade 8 | 10.00% | ≥31.18% | No |
| High School | 15.79% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 8.70% | ≥28.45% | No |
| Grade 8 | 2.78% | ≥22.25% | No |
| High School | 31.25% | ≥38.10% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.98% | ≤29.17% | No |
| Grade 8 | 40.60% | ≤38.03% | No |
| High School | 62.14% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.89% | ≤26.84% | Yes |
| Grade 8 | 32.99% | ≤33.71% | Yes |
| High School | 50.03% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 58.23% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 18.67% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.18% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 35.71% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 42.86% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.24% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 38.10% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 33.33% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 78.57% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 87.78% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 83.33% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 100% | ≥73.00% | Yes |

## Galax City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 36.36% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 18.18% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.29% | ≥38.55% | No |
| Grade 8 | 28.57% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 11.76% | ≥28.45% | No |
| Grade 8 | 14.29% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.36% | ≤29.17% | Yes |
| Grade 8 | 42.26% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 49.77% | ≤26.84% | No |
| Grade 8 | 36.76% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 87.36% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.30% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.02% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.44% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Giles County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 83.87% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 9.68% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 91.67% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.37% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.18% | ≥38.55% | Yes |
| Grade 8 | 35.14% | ≥31.18% | Yes |
| High School | 29.41% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 30.56% | ≥22.25% | Yes |
| High School | 30.77% | ≥38.10% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.38% | ≤29.17% | Yes |
| Grade 8 | 38.30% | ≤38.03% | No |
| High School | 53.50% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 24.24% | ≤26.84% | Yes |
| Grade 8 | 32.11% | ≤33.71% | Yes |
| High School | 54.95% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.30% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.13% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.85% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 52.94% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 5.88% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 72.73% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 41.67% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 90.91% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 33.33% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 60.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 41.67% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.50% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 28.57% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 90.48% | ≥66.00% | 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 | 95.24% | ≥73.00% | Yes |

## Gloucester County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 48.53% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.82% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.31% | ≥95.00% | Yes |
| Grade 8 | 95.92% | ≥95.00% | Yes |
| High School | 68.75% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.28% | ≥95.00% | Yes |
| Grade 8 | 95.92% | ≥95.00% | Yes |
| High School | 74.42% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.50% | ≥38.55% | No |
| Grade 8 | 26.19% | ≥31.18% | No |
| High School | 50.00% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.09% | ≥28.45% | Yes |
| Grade 8 | 42.86% | ≥22.25% | Yes |
| High School | 70.97% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.04% | ≤29.17% | No |
| Grade 8 | 47.38% | ≤38.03% | No |
| High School | 36.90% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.85% | ≤26.84% | No |
| Grade 8 | 31.66% | ≤33.71% | Yes |
| High School | 18.45% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.78% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.63% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.89% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 34.48% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 32.76% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 90.63% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 32.35% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 84.85% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 35.29% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 83.87% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 41.18% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.33% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.22% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 86.96% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 10.71% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 57.14% | ≥66.00% | 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 | 67.86% | ≥73.00% | No |

## Goochland County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 80.00% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.00% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 95.65% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 92.59% | ≥95.00% | No |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.14% | ≥38.55% | No |
| Grade 8 | 33.33% | ≥31.18% | Yes |
| High School | 31.82% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.71% | ≥28.45% | Yes |
| Grade 8 | 47.83% | ≥22.25% | Yes |
| High School | 52.38% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.07% | ≤29.17% | No |
| Grade 8 | 46.30% | ≤38.03% | No |
| High School | 53.62% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.60% | ≤26.84% | No |
| Grade 8 | 31.27% | ≤33.71% | Yes |
| High School | 37.67% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.44% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.21% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.27% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 51.52% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 24.24% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 92.86% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 66.67% | ≥55.25% | Yes |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.33% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 53.33% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 85.71% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 80.00% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.42% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 42.86% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 85.71% | ≥66.00% | 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% | ≥73.00% | Yes |

## Grayson County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 80.77% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 94.74% | ≥95.00% | No |
| High School | 93.75% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 94.74% | ≥95.00% | No |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥38.55% | Yes |
| Grade 8 | 46.67% | ≥31.18% | Yes |
| High School | 46.67% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 57.14% | ≥28.45% | Yes |
| Grade 8 | 60.00% | ≥22.25% | Yes |
| High School | 68.75% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.69% | ≤29.17% | No |
| Grade 8 | 35.58% | ≤38.03% | Yes |
| High School | 34.06% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.47% | ≤26.84% | No |
| Grade 8 | 16.64% | ≤33.71% | Yes |
| High School | 20.91% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.97% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.43% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.87% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.38% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 76.92% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 7.69% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.35% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 21.74% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.17% | ≥66.00% | 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 | 69.57% | ≥73.00% | No |

## Greene County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 66.67% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.30% | ≥95.00% | Yes |
| High School | 92.86% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.30% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.10% | ≥38.55% | No |
| Grade 8 | 17.39% | ≥31.18% | No |
| High School | 28.00% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 19.05% | ≥28.45% | No |
| Grade 8 | 26.09% | ≥22.25% | Yes |
| High School | 81.82% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 24.03% | ≤29.17% | Yes |
| Grade 8 | 44.95% | ≤38.03% | No |
| High School | 50.89% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.71% | ≤26.84% | No |
| Grade 8 | 32.06% | ≤33.71% | Yes |
| High School | 11.68% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.35% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.14% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.63% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 9.09% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 13.64% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 58.82% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 47.06% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 58.82% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 41.18% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 75.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 70.59% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 16.67% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 91.67% | ≥66.00% | 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% | ≥73.00% | Yes |

## Greensville County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 75.00% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.14% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 96.55% | ≥95.00% | Yes |
| Grade 8 | 85.71% | ≥95.00% | No |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 96.55% | ≥95.00% | Yes |
| Grade 8 | 75.00% | ≥95.00% | No |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥38.55% | No |
| Grade 8 | 5.00% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 17.65% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.14% | ≤29.17% | Yes |
| Grade 8 | 40.61% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.34% | ≤26.84% | Yes |
| Grade 8 | 27.12% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.24% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.90% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.17% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.21% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 13.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 86.67% | ≥66.00% | 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% | ≥73.00% | Yes |

## Halifax County Public Schools FFY 2021 Special Education Performance Report

Halifax County Public Schools  
Mary Bethune Office 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 56.86% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.76% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 94.20% | ≥95.00% | No |
| High School | 95.45% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.10% | ≥95.00% | Yes |
| High School | 94.87% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.00% | ≥38.55% | Yes |
| Grade 8 | 15.87% | ≥31.18% | No |
| High School | 15.38% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.11% | ≥28.45% | Yes |
| Grade 8 | 33.85% | ≥22.25% | Yes |
| High School | 55.88% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.39% | ≤29.17% | Yes |
| Grade 8 | 46.45% | ≤38.03% | No |
| High School | 57.31% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.32% | ≤26.84% | No |
| Grade 8 | 42.34% | ≤33.71% | No |
| High School | 33.12% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.49% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.81% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 8.02% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 14.49% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 82.61% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 37.93% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 37.93% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 44.83% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.03% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 12.82% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 51.28% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 61.54% | ≥73.00% | No |

## Hampton City Public Schools FFY 2021 Special Education Performance Report

Hampton City Public Schools  
One 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 60.16% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.44% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 97.87% | ≥95.00% | Yes |
| Grade 8 | 93.83% | ≥95.00% | No |
| High School | 74.87% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.47% | ≥95.00% | Yes |
| Grade 8 | 91.56% | ≥95.00% | No |
| High School | 86.96% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.88% | ≥38.55% | No |
| Grade 8 | 35.71% | ≥31.18% | Yes |
| High School | 44.29% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.36% | ≥28.45% | Yes |
| Grade 8 | 45.50% | ≥22.25% | Yes |
| High School | 66.23% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.67% | ≥74.17% | No |
| Grade 8 | 76.47% | ≥71.95% | Yes |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.67% | ≥65.53% | Yes |
| Grade 8 | 70.59% | ≥66.72% | Yes |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.24% | ≤29.17% | No |
| Grade 8 | 37.26% | ≤38.03% | Yes |
| High School | 36.09% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.94% | ≤26.84% | No |
| Grade 8 | 31.17% | ≤33.71% | Yes |
| High School | 17.64% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.69% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.90% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.48% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 21.59% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 75.00% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 75.86% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 33.85% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 85.71% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 15.38% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 78.95% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 33.85% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 67.86% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 91.60% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 84.85% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 51.85% | ≥66.00% | 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% | ≥73.00% | No |

## Hanover County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 75.50% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 10.50% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.51% | ≥95.00% | Yes |
| High School | 95.95% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.52% | ≥95.00% | Yes |
| High School | 96.82% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 47.20% | ≥38.55% | Yes |
| Grade 8 | 40.72% | ≥31.18% | Yes |
| High School | 46.36% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.96% | ≥28.45% | Yes |
| Grade 8 | 56.12% | ≥22.25% | Yes |
| High School | 77.94% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | 81.82% | ≥71.95% | Yes |
| High School | 93.33% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | 54.55% | ≥66.72% | No |
| High School | 87.50% | ≥72.89% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.19% | ≤29.17% | No |
| Grade 8 | 39.91% | ≤38.03% | No |
| High School | 40.48% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.78% | ≤26.84% | No |
| Grade 8 | 27.37% | ≤33.71% | Yes |
| High School | 16.82% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | No |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 84.73% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.02% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.91% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.39% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 23.98% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 1.17% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 97.22% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 50.57% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.65% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 35.63% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 92.42% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 55.17% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 87.39% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.54% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 95.12% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 25.23% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 72.07% | ≥66.00% | 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 | 81.98% | ≥73.00% | Yes |

## Harrisonburg City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 57.14% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 9.52% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.36% | ≥95.00% | Yes |
| Grade 8 | 96.43% | ≥95.00% | Yes |
| High School | 82.05% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.36% | ≥95.00% | Yes |
| Grade 8 | 98.15% | ≥95.00% | Yes |
| High School | 77.78% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 14.29% | ≥38.55% | No |
| Grade 8 | 15.69% | ≥31.18% | No |
| High School | 33.33% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.07% | ≥28.45% | No |
| Grade 8 | 10.00% | ≥22.25% | No |
| High School | 78.26% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.68% | ≤29.17% | No |
| Grade 8 | 32.22% | ≤38.03% | Yes |
| High School | 38.33% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.85% | ≤26.84% | Yes |
| Grade 8 | 31.65% | ≤33.71% | Yes |
| High School | 8.27% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 84.72% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.46% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.07% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 41.56% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 18.18% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 6.49% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.43% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 44.19% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.24% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 27.91% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.57% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 39.53% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.47% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.54% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 50.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | 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 | 75.00% | ≥73.00% | Yes |

## Henrico County Public Schools FFY 2021 Special Education Performance Report

Henrico County Public Schools  
3820 Nine Mile Road  
Henrico, 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 62.48% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 17.29% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.15% | ≥95.00% | Yes |
| Grade 8 | 97.86% | ≥95.00% | Yes |
| High School | 85.01% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.73% | ≥95.00% | Yes |
| Grade 8 | 98.25% | ≥95.00% | Yes |
| High School | 94.56% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.53% | ≥38.55% | No |
| Grade 8 | 26.83% | ≥31.18% | No |
| High School | 48.65% | ≥48.45% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.28% | ≥28.45% | No |
| Grade 8 | 20.82% | ≥22.25% | No |
| High School | 71.33% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 54.84% | ≥74.17% | No |
| Grade 8 | 80.88% | ≥71.95% | Yes |
| High School | 36.36% | ≥79.22% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.44% | ≥65.53% | No |
| Grade 8 | 79.41% | ≥66.72% | Yes |
| High School | 36.36% | ≥72.89% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.42% | ≤29.17% | No |
| Grade 8 | 40.19% | ≤38.03% | No |
| High School | 35.37% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.00% | ≤26.84% | No |
| Grade 8 | 39.65% | ≤33.71% | No |
| High School | 20.11% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.23% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.21% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.60% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 17.17% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 54.22% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.60% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 96.27% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 31.33% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.94% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 19.28% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 96.71% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 39.16% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.82% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.33% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 98.85% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 30.64% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.36% | ≥66.00% | 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 | 77.46% | ≥73.00% | Yes |

## Henry County Public Schools FFY 2021 Special Education Performance Report

Henry County Public Schools  
Administration Building, Floor 3, 3300 Kings Mountain Road  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 56.60% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.55% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.96% | ≥95.00% | Yes |
| High School | 92.54% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.96% | ≥95.00% | Yes |
| High School | 96.30% | ≥95.00% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.00% | ≥38.55% | No |
| Grade 8 | 29.89% | ≥31.18% | No |
| High School | 31.37% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.33% | ≥28.45% | Yes |
| Grade 8 | 29.89% | ≥22.25% | Yes |
| High School | 76.92% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | 100% | ≥79.22% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.91% | ≤29.17% | No |
| Grade 8 | 38.36% | ≤38.03% | No |
| High School | 49.84% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.55% | ≤26.84% | No |
| Grade 8 | 34.06% | ≤33.71% | No |
| High School | 12.97% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.15% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.89% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.60% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 17.39% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 65.22% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 80.00% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 48.28% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 89.66% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 31.03% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 85.71% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 44.83% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.97% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 21.74% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.17% | ≥66.00% | 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 | 56.52% | ≥73.00% | No |

## Highland County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 89.29% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.14% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.00% | ≥82.00% | No |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating 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% | Too few students to evaluate |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Hopewell City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.50% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.50% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 91.84% | ≥95.00% | No |
| High School | 92.31% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 87.76% | ≥95.00% | No |
| High School | 94.59% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.03% | ≥38.55% | No |
| Grade 8 | 20.00% | ≥31.18% | No |
| High School | 14.29% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.28% | ≥28.45% | No |
| Grade 8 | 10.53% | ≥22.25% | No |
| High School | 55.56% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 7.32% | ≤29.17% | Yes |
| Grade 8 | 36.72% | ≤38.03% | Yes |
| High School | 48.27% | ≤33.03% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 14.18% | ≤26.84% | Yes |
| Grade 8 | 28.20% | ≤33.71% | Yes |
| High School | 27.92% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.60% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.26% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.71% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 38.78% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 14.29% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 75.76% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 46.34% | ≥55.25% | No |

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

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 85.37% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 21.95% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 77.27% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 58.54% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

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

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 7.41% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 51.85% | ≥66.00% | 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% | ≥73.00% | No |

## Isle of Wight County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

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

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

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.41% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.62% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 87.80% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 93.18% | ≥95.00% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 52.24% | ≥38.55% | Yes |
| Grade 8 | 31.58% | ≥31.18% | Yes |
| High School | 38.89% | ≥48.45% | No |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.27% | ≥28.45% | Yes |
| Grade 8 | 21.05% | ≥22.25% | No |
| High School | 55.88% | ≥38.10% | Yes |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

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

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.53% | ≤29.17% | Yes |
| Grade 8 | 44.93% | ≤38.03% | No |
| High School | 42.23% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.22% | ≤26.84% | No |
| Grade 8 | 49.48% | ≤33.71% | No |
| High School | 29.36% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.78% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.64% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.14% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 35.71% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 93.75% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 55.56% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 87.50% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 50.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 61.11% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 86.96% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 29.41% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.53% | ≥66.00% | 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 | 79.41% | ≥73.00% | Yes |

## King and Queen County Public Schools FFY 2021 Special Education Performance Report

King and Queen County Public Schools  
242 Allens Circle, Suite M  
King and Queen Courthouse, 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥38.55% | No |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≥28.45% | Yes |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.05% | ≤29.17% | No |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.03% | ≤26.84% | Yes |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.61% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.17% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.07% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.19% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## King George County Public Schools FFY 2021 Special Education Performance Report

King George County Public Schools  
9100 St. Anthony’s Road  
King George, Virginia 22485

The *Individuals with Disabilities Education Act* (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the State and the divisions met state targets described in the State’s special education [State Performance Plan/Annual Performance Report](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 60.42% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 14.58% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.00% | ≥95.00% | Yes |
| High School | 92.31% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.00% | ≥95.00% | Yes |
| High School | 93.75% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.25% | ≥38.55% | No |
| Grade 8 | 14.63% | ≥31.18% | No |
| High School | 45.45% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.45% | ≥28.45% | No |
| Grade 8 | 7.32% | ≥22.25% | No |
| High School | 63.33% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.06% | ≤29.17% | No |
| Grade 8 | 60.37% | ≤38.03% | No |
| High School | 38.91% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.36% | ≤26.84% | No |
| Grade 8 | 56.10% | ≤33.71% | No |
| High School | 30.68% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.99% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.43% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.43% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.64% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 43.18% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 6.82% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 81.25% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 56.52% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 76.47% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 52.17% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 63.64% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 65.22% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 70.83% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.98% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 16.67% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 61.11% | ≥66.00% | 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% | ≥73.00% | No |

## King William County Public Schools FFY 2021 Special Education Performance Report

King William County Public Schools  
18548 King William Road  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 60.87% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 21.74% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.86% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 91.67% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥38.55% | Yes |
| Grade 8 | 26.92% | ≥31.18% | No |
| High School | 30.77% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≥28.45% | Yes |
| Grade 8 | 19.23% | ≥22.25% | No |
| High School | 54.55% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.47% | ≤29.17% | No |
| Grade 8 | 33.20% | ≤38.03% | Yes |
| High School | 49.10% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.04% | ≤26.84% | No |
| Grade 8 | 30.17% | ≤33.71% | Yes |
| High School | 30.12% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.57% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.71% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.57% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 27.27% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 81.82% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 81.82% | ≥73.00% | Yes |

## Lancaster County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 64.29% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.14% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 86.67% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.31% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.62% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 16.23% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.14% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.33% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 12.50% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | 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 | 75.00% | ≥73.00% | Yes |

## Lee County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 34.38% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 15.63% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.55% | ≥95.00% | Yes |
| High School | 68.42% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 71.88% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 75.61% | ≥38.55% | Yes |
| Grade 8 | 29.17% | ≥31.18% | No |
| High School | 31.82% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 51.22% | ≥28.45% | Yes |
| Grade 8 | 28.00% | ≥22.25% | Yes |
| High School | 73.68% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 72.73% | ≥74.17% | No |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 54.55% | ≥65.53% | No |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 0% | ≤29.17% | Yes |
| Grade 8 | 34.43% | ≤38.03% | Yes |
| High School | 45.72% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.21% | ≤26.84% | Yes |
| Grade 8 | 32.85% | ≤33.71% | Yes |
| High School | 14.19% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 90.35% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.68% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.18% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 13.04% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 8.70% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 30.43% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 76.92% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 35.71% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 84.62% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 50.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 83.33% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 42.86% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.38% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 80.00% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 21.62% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 45.95% | ≥66.00% | 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 | 48.65% | ≥73.00% | No |

## Lexington City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | Objective not evaluated due to no high school in school system | ≥71.24% | Not applicable |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | Objective not evaluated due to no high school in school system | ≤6.41% | Not applicable |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.25% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.66% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 9.43% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating 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% | Too few students to evaluate |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | Not applicable | ≥36.00% | 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 | Not applicable | ≥66.00% | 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 | Not applicable | ≥73.00% | Objective not evaluated due to no high school in school system |

## Loudoun County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 86.39% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.92% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.58% | ≥95.00% | Yes |
| Grade 8 | 99.03% | ≥95.00% | Yes |
| High School | 85.11% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.30% | ≥95.00% | Yes |
| Grade 8 | 97.66% | ≥95.00% | Yes |
| High School | 95.50% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.56% | ≥38.55% | Yes |
| Grade 8 | 46.59% | ≥31.18% | Yes |
| High School | 64.24% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.02% | ≥28.45% | Yes |
| Grade 8 | 39.17% | ≥22.25% | Yes |
| High School | 73.64% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 70.37% | ≥74.17% | No |
| Grade 8 | 57.89% | ≥71.95% | No |
| High School | 94.12% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 59.26% | ≥65.53% | No |
| Grade 8 | 49.12% | ≥66.72% | No |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.78% | ≤29.17% | No |
| Grade 8 | 31.81% | ≤38.03% | Yes |
| High School | 24.25% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.88% | ≤26.84% | No |
| Grade 8 | 34.69% | ≤33.71% | No |
| High School | 17.82% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.00% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.81% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.79% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 40.80% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 2.20% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 90.73% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 32.55% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.44% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 32.55% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 91.14% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 38.82% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.51% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.94% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 57.25% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 84.28% | ≥66.00% | 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 | 89.93% | ≥73.00% | Yes |

## Louisa County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 66.23% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.79% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.01% | ≥95.00% | Yes |
| High School | 78.79% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.51% | ≥95.00% | Yes |
| High School | 85.48% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.58% | ≥38.55% | Yes |
| Grade 8 | 38.60% | ≥31.18% | Yes |
| High School | 70.59% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.50% | ≥28.45% | Yes |
| Grade 8 | 25.86% | ≥22.25% | Yes |
| High School | 80.77% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 58.33% | ≥74.17% | No |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 58.33% | ≥65.53% | No |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.22% | ≤29.17% | No |
| Grade 8 | 35.50% | ≤38.03% | Yes |
| High School | 19.49% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.84% | ≤26.84% | No |
| Grade 8 | 46.15% | ≤33.71% | No |
| High School | 13.80% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.96% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.18% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.41% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 40.98% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 39.34% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 45.45% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.45% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 40.91% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 59.09% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 28.30% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.81% | ≥66.00% | 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 | 79.25% | ≥73.00% | Yes |

## Lunenburg County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 46.67% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.67% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 69.23% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 80.00% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.43% | ≥38.55% | No |
| Grade 8 | 0% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.09% | ≥28.45% | No |
| Grade 8 | 0% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.12% | ≤29.17% | No |
| Grade 8 | 60.68% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.66% | ≤26.84% | No |
| Grade 8 | 50.85% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.74% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.93% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.93% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 100% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.82% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Lynchburg City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 47.89% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.23% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.44% | ≥95.00% | Yes |
| Grade 8 | 96.15% | ≥95.00% | Yes |
| High School | 93.65% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.44% | ≥95.00% | Yes |
| Grade 8 | 93.51% | ≥95.00% | No |
| High School | 90.00% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 11.11% | ≥38.55% | No |
| Grade 8 | 26.47% | ≥31.18% | No |
| High School | 43.14% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.96% | ≥28.45% | No |
| Grade 8 | 27.69% | ≥22.25% | Yes |
| High School | 46.43% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 47.31% | ≤29.17% | No |
| Grade 8 | 36.46% | ≤38.03% | Yes |
| High School | 37.14% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.22% | ≤26.84% | No |
| Grade 8 | 21.75% | ≤33.71% | Yes |
| High School | 38.22% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 84.00% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.62% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 9.92% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 27.03% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 33.11% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.68% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 98.51% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 42.03% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 98.55% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 39.13% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 95.45% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 43.48% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 25.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50.00% | ≥66.00% | 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 | 60.71% | ≥73.00% | No |

## Madison County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 81.82% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 9.09% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 28.57% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 21.43% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 29.21% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 27.10% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.88% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.63% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.50% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 78.13% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Manassas City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 83.10% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.04% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.77% | ≥95.00% | Yes |
| High School | 72.88% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 91.94% | ≥95.00% | No |
| High School | 92.00% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.15% | ≥38.55% | No |
| Grade 8 | 27.59% | ≥31.18% | No |
| High School | 25.58% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.59% | ≥28.45% | Yes |
| Grade 8 | 21.82% | ≥22.25% | No |
| High School | 76.09% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.56% | ≤29.17% | Yes |
| Grade 8 | 34.72% | ≤38.03% | Yes |
| High School | 37.81% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 6.22% | ≤26.84% | Yes |
| Grade 8 | 31.12% | ≤33.71% | Yes |
| High School | 8.70% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 61.70% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.55% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.22% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 4.17% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 5.56% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 82.14% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 45.16% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.55% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 29.03% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 80.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 51.61% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.28% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 29.03% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 83.87% | ≥66.00% | 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 | 90.32% | ≥73.00% | Yes |

## Manassas Park City Public Schools FFY 2021 Special Education Performance Report

Manassas Park City Public Schools  
100 Park Central Plaza, Suite 300  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 85.71% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 81.25% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 93.33% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.08% | ≥38.55% | No |
| Grade 8 | 13.64% | ≥31.18% | No |
| High School | 50.00% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.95% | ≥28.45% | No |
| Grade 8 | 22.73% | ≥22.25% | Yes |
| High School | 85.71% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.36% | ≤29.17% | No |
| Grade 8 | 45.99% | ≤38.03% | No |
| High School | 28.78% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.13% | ≤26.84% | Yes |
| Grade 8 | 31.61% | ≤33.71% | Yes |
| High School | 9.58% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.90% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.11% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.75% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 33.33% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 22.22% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 54.55% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.45% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 27.27% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 95.00% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 59.09% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 81.82% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 35.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 90.00% | ≥66.00% | 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 | 90.00% | ≥73.00% | Yes |

## Martinsville City Public Schools FFY 2021 Special Education Performance Report

Martinsville City Public Schools  
746 Indian Trail  
Martinsville, Virginia 24112

The *Individuals with Disabilities Education Act* (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the State and the divisions met state targets described in the State’s special education [State Performance Plan/Annual Performance Report](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 93.33% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.67% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 75.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 83.33% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 41.67% | ≥31.18% | Yes |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 41.67% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 26.00% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 25.51% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 41.75% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.17% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.40% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 50.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 42.86% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 7.14% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 41.67% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 50.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 41.67% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.36% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 47.06% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 82.35% | ≥66.00% | 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 | 88.24% | ≥73.00% | Yes |

## Mathews County Public Schools FFY 2021 Special Education Performance Report

Mathews County Public Schools  
63 Church Street, Route 611  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.55% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.89% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.29% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.33% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Mecklenburg County Public Schools FFY 2021 Special Education Performance Report

Mecklenburg County Public Schools  
175 Mayfield Drive  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 67.57% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 10.81% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 96.77% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.30% | ≥95.00% | Yes |
| High School | 96.67% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.83% | ≥38.55% | Yes |
| Grade 8 | 33.33% | ≥31.18% | Yes |
| High School | 20.00% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.00% | ≥28.45% | Yes |
| Grade 8 | 31.25% | ≥22.25% | Yes |
| High School | 63.16% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.67% | ≤29.17% | No |
| Grade 8 | 41.49% | ≤38.03% | No |
| High School | 58.42% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.00% | ≤26.84% | No |
| Grade 8 | 34.23% | ≤33.71% | No |
| High School | 29.46% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 70.09% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.21% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 10.92% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 54.55% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 3.03% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 53.33% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 40.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 46.67% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.14% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 93.55% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 13.64% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 50.00% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 59.09% | ≥73.00% | No |

## Middlesex County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.57% | ≥38.55% | No |
| Grade 8 | 8.33% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 14.29% | ≥28.45% | No |
| Grade 8 | 33.33% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.97% | ≤29.17% | No |
| Grade 8 | 51.91% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.91% | ≤26.84% | No |
| Grade 8 | 49.38% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 81.07% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.91% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.28% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 31.25% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 18.75% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 6.25% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 92.00% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Montgomery County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 65.08% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.11% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.20% | ≥95.00% | Yes |
| High School | 93.22% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.25% | ≥95.00% | Yes |
| High School | 89.47% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.00% | ≥38.55% | No |
| Grade 8 | 27.72% | ≥31.18% | No |
| High School | 36.73% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.25% | ≥28.45% | Yes |
| Grade 8 | 29.59% | ≥22.25% | Yes |
| High School | 75.00% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.16% | ≤29.17% | No |
| Grade 8 | 45.51% | ≤38.03% | No |
| High School | 47.31% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.98% | ≤26.84% | No |
| Grade 8 | 39.73% | ≤33.71% | No |
| High School | 20.79% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 93.19% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 3.09% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.72% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.51% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 4.26% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 90.91% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 57.69% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.00% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 48.08% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 95.35% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 51.92% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 93.48% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 26.19% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥66.00% | 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 | 73.81% | ≥73.00% | Yes |

## Nelson County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 54.17% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 25.00% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 88.24% | ≥95.00% | No |
| High School | 95.24% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 88.24% | ≥95.00% | No |
| High School | 93.75% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥38.55% | No |
| Grade 8 | 21.43% | ≥31.18% | No |
| High School | 23.53% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥28.45% | No |
| Grade 8 | 50.00% | ≥22.25% | Yes |
| High School | 66.67% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 47.88% | ≤29.17% | No |
| Grade 8 | 44.09% | ≤38.03% | No |
| High School | 58.71% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.80% | ≤26.84% | No |
| Grade 8 | 37.07% | ≤33.71% | No |
| High School | 24.93% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.62% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.31% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.54% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.75% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 31.25% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 12.50% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.48% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 15.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 55.00% | ≥66.00% | 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 | 60.00% | ≥73.00% | No |

## New Kent County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 70.37% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.59% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 19.05% | ≥38.55% | No |
| Grade 8 | 6.67% | ≥31.18% | No |
| High School | 50.00% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.33% | ≥28.45% | Yes |
| Grade 8 | 16.67% | ≥22.25% | No |
| High School | 66.67% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 56.65% | ≤29.17% | No |
| Grade 8 | 63.04% | ≤38.03% | No |
| High School | 36.09% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.87% | ≤26.84% | No |
| Grade 8 | 49.14% | ≤33.71% | No |
| High School | 26.67% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 79.80% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.93% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.79% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 8.70% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.67% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 69.23% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 23.08% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 53.85% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 92.31% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 73.68% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 8.70% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 82.61% | ≥66.00% | 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 | 82.61% | ≥73.00% | Yes |

## Newport News City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 79.13% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.85% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.88% | ≥95.00% | Yes |
| Grade 8 | 96.64% | ≥95.00% | Yes |
| High School | 89.96% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.88% | ≥95.00% | Yes |
| Grade 8 | 96.33% | ≥95.00% | Yes |
| High School | 91.46% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.12% | ≥38.55% | No |
| Grade 8 | 20.00% | ≥31.18% | No |
| High School | 37.17% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.73% | ≥28.45% | No |
| Grade 8 | 23.37% | ≥22.25% | Yes |
| High School | 63.29% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 84.21% | ≥74.17% | Yes |
| Grade 8 | 78.57% | ≥71.95% | Yes |
| High School | 83.33% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 73.68% | ≥65.53% | Yes |
| Grade 8 | 75.00% | ≥66.72% | Yes |
| High School | 79.17% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.83% | ≤29.17% | Yes |
| Grade 8 | 39.26% | ≤38.03% | No |
| High School | 40.14% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.70% | ≤26.84% | Yes |
| Grade 8 | 33.56% | ≤33.71% | Yes |
| High School | 20.50% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.10% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.93% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.79% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 8.61% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 83.73% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 38.57% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 31.43% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 48.57% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 83.19% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 23.66% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.70% | ≥66.00% | 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 | 81.68% | ≥73.00% | Yes |

## Norfolk City Public Schools FFY 2021 Special Education Performance Report

Norfolk City Public Schools  
800 East 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 58.54% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.50% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.10% | ≥95.00% | Yes |
| Grade 8 | 96.15% | ≥95.00% | Yes |
| High School | 87.50% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.80% | ≥95.00% | Yes |
| Grade 8 | 95.53% | ≥95.00% | Yes |
| High School | 92.41% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.07% | ≥38.55% | Yes |
| Grade 8 | 26.53% | ≥31.18% | No |
| High School | 37.35% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.80% | ≥28.45% | No |
| Grade 8 | 16.94% | ≥22.25% | No |
| High School | 58.21% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 91.30% | ≥74.17% | Yes |
| Grade 8 | 93.33% | ≥71.95% | Yes |
| High School | 91.67% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 86.36% | ≥65.53% | Yes |
| Grade 8 | 86.67% | ≥66.72% | Yes |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 24.43% | ≤29.17% | Yes |
| Grade 8 | 32.78% | ≤38.03% | Yes |
| High School | 37.91% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.26% | ≤26.84% | Yes |
| Grade 8 | 24.23% | ≤33.71% | Yes |
| High School | 25.60% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.16% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.49% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.20% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 19.10% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 47.75% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 10.11% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 93.18% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 40.22% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.18% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 46.74% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 92.41% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 63.04% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 66.20% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 75.28% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 95.77% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 12.30% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 45.08% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 63.11% | ≥73.00% | No |

## Northampton County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 40.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 33.33% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.65% | ≥38.55% | No |
| Grade 8 | 33.33% | ≥31.18% | Yes |
| High School | 40.00% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 11.76% | ≥28.45% | No |
| Grade 8 | 20.00% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.33% | ≤29.17% | No |
| Grade 8 | 22.01% | ≤38.03% | Yes |
| High School | 35.73% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.67% | ≤26.84% | No |
| Grade 8 | 25.36% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 66.97% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 15.14% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.21% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.36% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 64.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 34.78% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Northumberland County Public Schools FFY 2021 Special Education Performance Report

Northumberland County Public Schools  
6958 Northumberland Highway  
Heathsville, Virginia 22473

The *Individuals with Disabilities Education Act* (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the State and the divisions met state targets described in the State’s special education [State Performance Plan/Annual Performance Report](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 87.50% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 64.29% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 78.57% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 18.75% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 6.25% | ≥22.25% | No |
| High School | 90.91% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 48.58% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 45.24% | ≤33.71% | No |
| High School | 0% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.97% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.73% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.10% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 97.62% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 0% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.47% | ≥66.00% | 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 | 88.24% | ≥73.00% | Yes |

## Norton City Public Schools FFY 2021 Special Education Performance Report

Norton City Public Schools  
205 Virginia Avenue NW  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 78.57% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 14.29% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.86% | ≥38.55% | Yes |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.71% | ≥28.45% | Yes |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.14% | ≤29.17% | No |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.06% | ≤26.84% | No |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 88.96% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.14% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.30% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Nottoway County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 65.22% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 21.74% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 81.82% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 83.33% | ≥95.00% | No |
| High School | 90.91% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.50% | ≥38.55% | No |
| Grade 8 | 12.50% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.50% | ≥28.45% | No |
| Grade 8 | 7.14% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.54% | ≤29.17% | Yes |
| Grade 8 | 43.75% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.35% | ≤26.84% | No |
| Grade 8 | 42.39% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 58.01% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.66% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.76% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 8.33% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 40.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 100% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 100% | ≥73.00% | Yes |

## Orange County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 64.10% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.13% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.83% | ≥95.00% | Yes |
| High School | 88.24% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.68% | ≥38.55% | Yes |
| Grade 8 | 27.91% | ≥31.18% | No |
| High School | 31.82% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.91% | ≥28.45% | Yes |
| Grade 8 | 13.64% | ≥22.25% | No |
| High School | 81.82% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.05% | ≤29.17% | Yes |
| Grade 8 | 34.35% | ≤38.03% | Yes |
| High School | 44.61% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.73% | ≤26.84% | No |
| Grade 8 | 38.30% | ≤33.71% | No |
| High School | 13.18% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 75.60% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.78% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.58% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 35.48% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 35.48% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 94.44% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 55.56% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 94.12% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 33.33% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 93.75% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 66.67% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 40.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 73.33% | ≥66.00% | 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 | 96.67% | ≥73.00% | Yes |

## Page County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 94.44% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.59% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.00% | ≥38.55% | No |
| Grade 8 | 26.67% | ≥31.18% | No |
| High School | 24.14% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.38% | ≥28.45% | No |
| Grade 8 | 40.00% | ≥22.25% | Yes |
| High School | 40.00% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.62% | ≤29.17% | No |
| Grade 8 | 37.27% | ≤38.03% | Yes |
| High School | 47.96% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.06% | ≤26.84% | No |
| Grade 8 | 24.20% | ≤33.71% | Yes |
| High School | 46.30% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.73% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.11% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.78% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 41.67% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 25.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 33.33% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.00% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 0% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | 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 | 85.00% | ≥73.00% | Yes |

## Patrick County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 85.71% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.14% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 84.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 85.71% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 55.56% | ≥38.55% | Yes |
| Grade 8 | 52.63% | ≥31.18% | Yes |
| High School | 55.56% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 59.26% | ≥28.45% | Yes |
| Grade 8 | 52.63% | ≥22.25% | Yes |
| High School | 86.67% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.56% | ≤29.17% | Yes |
| Grade 8 | 31.18% | ≤38.03% | Yes |
| High School | 30.07% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.16% | ≤26.84% | Yes |
| Grade 8 | 31.09% | ≤33.71% | Yes |
| High School | 7.54% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.32% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.20% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.24% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 40.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 40.00% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 86.57% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 50.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 88.89% | ≥66.00% | 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 | 94.44% | ≥73.00% | Yes |

## Petersburg City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 52.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 90.24% | ≥95.00% | No |
| High School | 83.33% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 96.88% | ≥95.00% | Yes |
| Grade 8 | 90.24% | ≥95.00% | No |
| High School | 88.46% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.33% | ≥38.55% | No |
| Grade 8 | 19.35% | ≥31.18% | No |
| High School | 20.00% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.79% | ≥28.45% | No |
| Grade 8 | 16.13% | ≥22.25% | No |
| High School | 61.11% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.10% | ≤29.17% | Yes |
| Grade 8 | 25.86% | ≤38.03% | Yes |
| High School | 40.94% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.19% | ≤26.84% | Yes |
| Grade 8 | 15.39% | ≤33.71% | Yes |
| High School | 23.18% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.19% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.02% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.39% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 8.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.00% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 84.00% | ≥73.00% | Yes |

## Pittsylvania County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 77.11% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.02% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 95.29% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 98.72% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 65.57% | ≥38.55% | Yes |
| Grade 8 | 32.76% | ≥31.18% | Yes |
| High School | 56.92% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 47.54% | ≥28.45% | Yes |
| Grade 8 | 25.86% | ≥22.25% | Yes |
| High School | 73.77% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 84.62% | ≥74.17% | Yes |
| Grade 8 | 76.92% | ≥71.95% | Yes |
| High School | 93.75% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 84.62% | ≥65.53% | Yes |
| Grade 8 | 69.23% | ≥66.72% | Yes |
| High School | 93.75% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 17.48% | ≤29.17% | Yes |
| Grade 8 | 42.63% | ≤38.03% | No |
| High School | 29.99% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.76% | ≤26.84% | No |
| Grade 8 | 43.77% | ≤33.71% | No |
| High School | 18.04% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.31% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.99% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.64% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.67% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 16.67% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 47.37% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 26.32% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 36.84% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 97.14% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 44.74% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 76.32% | ≥66.00% | 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 | 81.58% | ≥73.00% | Yes |

## Poquoson City Public Schools FFY 2021 Special Education Performance Report

Poquoson City Public Schools  
500 City Hall Avenue, Room 219  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 61.90% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 58.33% | ≥38.55% | Yes |
| Grade 8 | 30.77% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.67% | ≥28.45% | Yes |
| Grade 8 | 30.77% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.46% | ≤29.17% | No |
| Grade 8 | 54.51% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.49% | ≤26.84% | Yes |
| Grade 8 | 56.02% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.97% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.01% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.67% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 87.50% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 80.00% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 18.18% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 87.50% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 54.55% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.89% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 45.45% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 83.33% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 83.33% | ≥73.00% | Yes |

## Portsmouth City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 67.62% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.76% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 93.02% | ≥95.00% | No |
| High School | 86.44% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 89.31% | ≥95.00% | No |
| High School | 86.25% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.91% | ≥38.55% | No |
| Grade 8 | 16.51% | ≥31.18% | No |
| High School | 42.05% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.69% | ≥28.45% | No |
| Grade 8 | 19.81% | ≥22.25% | No |
| High School | 76.36% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥74.17% | Yes |
| Grade 8 | 72.73% | ≥71.95% | Yes |
| High School | 57.14% | ≥79.22% | No |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 88.24% | ≥65.53% | Yes |
| Grade 8 | 54.55% | ≥66.72% | No |
| High School | 35.71% | ≥72.89% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.83% | ≤29.17% | Yes |
| Grade 8 | 41.29% | ≤38.03% | No |
| High School | 29.52% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.45% | ≤26.84% | Yes |
| Grade 8 | 33.31% | ≤33.71% | Yes |
| High School | 14.80% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 76.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.24% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.74% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.65% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 27.03% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 89.36% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 14.00% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 93.88% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 12.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 89.80% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 14.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 19.18% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.49% | ≥66.00% | 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 | 68.49% | ≥73.00% | No |

## Powhatan County Public Schools FFY 2021 Special Education Performance Report

Powhatan County Public Schools  
Pocahontas Landmark Center, 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 83.33% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.76% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 97.83% | ≥95.00% | Yes |
| Grade 8 | 95.65% | ≥95.00% | Yes |
| High School | 90.91% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 93.33% | ≥95.00% | No |
| High School | 96.88% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 51.22% | ≥38.55% | Yes |
| Grade 8 | 31.71% | ≥31.18% | Yes |
| High School | 52.00% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.46% | ≥28.45% | Yes |
| Grade 8 | 35.90% | ≥22.25% | Yes |
| High School | 76.92% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.22% | ≤29.17% | Yes |
| Grade 8 | 39.04% | ≤38.03% | No |
| High School | 39.08% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.58% | ≤26.84% | No |
| Grade 8 | 30.77% | ≤33.71% | Yes |
| High School | 15.60% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.48% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 4.32% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.68% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.05% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 5.41% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 88.24% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 70.00% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.00% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 45.00% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 80.00% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 72.15% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 36.11% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 75.00% | ≥66.00% | 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% | ≥73.00% | Yes |

## Prince Edward County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 50.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 14.29% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 95.24% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 95.24% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 94.44% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 52.94% | ≥38.55% | Yes |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | 35.71% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.18% | ≥28.45% | Yes |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | 53.85% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.55% | ≤29.17% | Yes |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | 38.88% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.50% | ≤26.84% | Yes |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | 24.31% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.14% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.77% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.67% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 87.50% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 66.67% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 94.34% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Prince George County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 77.78% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 13.33% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.77% | ≥95.00% | Yes |
| High School | 97.30% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.83% | ≥95.00% | Yes |
| High School | 85.19% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 52.38% | ≥38.55% | Yes |
| Grade 8 | 34.48% | ≥31.18% | Yes |
| High School | 41.67% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.03% | ≥28.45% | Yes |
| Grade 8 | 27.12% | ≥22.25% | Yes |
| High School | 86.96% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 24.98% | ≤29.17% | Yes |
| Grade 8 | 37.60% | ≤38.03% | Yes |
| High School | 44.05% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.88% | ≤26.84% | Yes |
| Grade 8 | 38.62% | ≤33.71% | No |
| High School | 3.85% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.33% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.41% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.14% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 41.18% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 96.77% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 42.86% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.06% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 31.43% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 93.10% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 57.14% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.56% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 91.80% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 97.14% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 44.00% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 84.00% | ≥66.00% | 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 | 88.00% | ≥73.00% | Yes |

## Prince William County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 69.26% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 12.45% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.45% | ≥95.00% | Yes |
| Grade 8 | 97.80% | ≥95.00% | Yes |
| High School | 84.36% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.34% | ≥95.00% | Yes |
| Grade 8 | 97.81% | ≥95.00% | Yes |
| High School | 93.04% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.49% | ≥38.55% | Yes |
| Grade 8 | 34.99% | ≥31.18% | Yes |
| High School | 57.37% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.03% | ≥28.45% | Yes |
| Grade 8 | 25.09% | ≥22.25% | Yes |
| High School | 73.41% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 82.98% | ≥74.17% | Yes |
| Grade 8 | 75.00% | ≥71.95% | Yes |
| High School | 81.48% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 69.57% | ≥65.53% | Yes |
| Grade 8 | 68.18% | ≥66.72% | Yes |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.02% | ≤29.17% | Yes |
| Grade 8 | 36.68% | ≤38.03% | Yes |
| High School | 27.74% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.69% | ≤26.84% | Yes |
| Grade 8 | 38.33% | ≤33.71% | No |
| High School | 17.77% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 64.49% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 13.67% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.31% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 24.82% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 37.59% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 18.87% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 60.81% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 34.73% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 62.06% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 22.19% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 47.30% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 45.02% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.81% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 95.42% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 96.61% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 36.51% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 80.05% | ≥66.00% | 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 | 85.03% | ≥73.00% | Yes |

## Pulaski County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.92% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 14.58% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 87.76% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.35% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.79% | ≥38.55% | No |
| Grade 8 | 20.59% | ≥31.18% | No |
| High School | 26.19% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 13.79% | ≥28.45% | No |
| Grade 8 | 8.57% | ≥22.25% | No |
| High School | 63.41% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 56.73% | ≤29.17% | No |
| Grade 8 | 43.77% | ≤38.03% | No |
| High School | 46.54% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 48.66% | ≤26.84% | No |
| Grade 8 | 46.60% | ≤33.71% | No |
| High School | 24.92% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.29% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.40% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.19% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 36.67% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 3.33% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 82.61% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 28.00% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.00% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 24.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 86.96% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 52.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 28.57% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 68.57% | ≥66.00% | 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 | 77.14% | ≥73.00% | Yes |

## Radford City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 61.54% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.69% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 94.74% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.29% | ≥38.55% | No |
| Grade 8 | 43.48% | ≥31.18% | Yes |
| High School | 55.56% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.59% | ≥28.45% | No |
| Grade 8 | 18.18% | ≥22.25% | No |
| High School | 56.25% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.26% | ≤29.17% | Yes |
| Grade 8 | 29.03% | ≤38.03% | Yes |
| High School | 37.24% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.50% | ≤26.84% | No |
| Grade 8 | 45.82% | ≤33.71% | No |
| High School | 30.76% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 92.14% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 0.71% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.07% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 68.75% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 75.00% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 57.14% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥66.00% | 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% | ≥73.00% | No |

## Rappahannock County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 50.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 16.67% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | 90.91% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.95% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.67% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.86% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Richmond City Public Schools FFY 2021 Special Education Performance Report

Richmond City Public Schools  
301 North Ninth Street, Floor 17  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 56.09% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 33.65% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.16% | ≥95.00% | Yes |
| Grade 8 | 91.54% | ≥95.00% | No |
| High School | 72.77% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.29% | ≥95.00% | Yes |
| Grade 8 | 93.51% | ≥95.00% | No |
| High School | 77.54% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 19.43% | ≥38.55% | No |
| Grade 8 | 16.11% | ≥31.18% | No |
| High School | 30.83% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 12.14% | ≥28.45% | No |
| Grade 8 | 11.47% | ≥22.25% | No |
| High School | 46.00% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.83% | ≥74.17% | No |
| Grade 8 | 48.15% | ≥71.95% | No |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.67% | ≥65.53% | No |
| Grade 8 | 48.15% | ≥66.72% | No |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 24.43% | ≤29.17% | Yes |
| Grade 8 | 30.28% | ≤38.03% | Yes |
| High School | 35.07% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.80% | ≤26.84% | Yes |
| Grade 8 | 26.64% | ≤33.71% | Yes |
| High School | 27.47% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 77.67% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.72% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.77% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 37.50% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 44.17% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.83% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 90.70% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 13.95% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 88.10% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 20.93% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.37% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 20.93% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 72.97% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.61% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 11.76% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 69.41% | ≥66.00% | 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 | 80.00% | ≥73.00% | Yes |

## Richmond County Public Schools FFY 2021 Special Education Performance Report

Richmond County Public Schools  
92 Walnut Street  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 27.27% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 18.18% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 35.12% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 30.09% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 87.01% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.14% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.25% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.92% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Roanoke City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 32.74% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 14.29% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.44% | ≥95.00% | Yes |
| Grade 8 | 89.56% | ≥95.00% | No |
| High School | 87.31% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 98.88% | ≥95.00% | Yes |
| Grade 8 | 90.71% | ≥95.00% | No |
| High School | 87.29% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.57% | ≥38.55% | No |
| Grade 8 | 20.44% | ≥31.18% | No |
| High School | 37.36% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.38% | ≥28.45% | No |
| Grade 8 | 17.14% | ≥22.25% | No |
| High School | 79.22% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 76.19% | ≥74.17% | Yes |
| Grade 8 | 65.38% | ≥71.95% | No |
| High School | 96.15% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 70.00% | ≥65.53% | Yes |
| Grade 8 | 50.00% | ≥66.72% | No |
| High School | 92.31% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.30% | ≤29.17% | Yes |
| Grade 8 | 34.06% | ≤38.03% | Yes |
| High School | 37.61% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.20% | ≤26.84% | No |
| Grade 8 | 27.39% | ≤33.71% | Yes |
| High School | 14.72% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.65% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.44% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 8.21% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.46% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 30.77% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.77% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 84.21% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 60.56% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 84.51% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 36.62% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.72% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 57.75% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.87% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.39% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 89.47% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 96.00% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 18.52% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.37% | ≥66.00% | 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 | 74.07% | ≥73.00% | Yes |

## Roanoke County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 57.30% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.62% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.44% | ≥95.00% | Yes |
| High School | 86.21% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.87% | ≥95.00% | Yes |
| High School | 87.16% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 53.57% | ≥38.55% | Yes |
| Grade 8 | 42.51% | ≥31.18% | Yes |
| High School | 57.89% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 40.48% | ≥28.45% | Yes |
| Grade 8 | 56.36% | ≥22.25% | Yes |
| High School | 83.33% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.75% | ≤29.17% | Yes |
| Grade 8 | 37.50% | ≤38.03% | Yes |
| High School | 31.26% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.78% | ≤26.84% | No |
| Grade 8 | 28.86% | ≤33.71% | Yes |
| High School | 12.52% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.82% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.23% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.71% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.90% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 13.50% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 1.23% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 87.67% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 48.28% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 91.67% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 41.38% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 92.65% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 58.62% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.90% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 47.83% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 93.48% | ≥66.00% | 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 | 97.83% | ≥73.00% | Yes |

## Rockbridge County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 67.65% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.82% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 90.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 83.33% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.44% | ≥38.55% | Yes |
| Grade 8 | 20.00% | ≥31.18% | No |
| High School | 17.65% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.14% | ≥28.45% | Yes |
| Grade 8 | 32.00% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.07% | ≤29.17% | Yes |
| Grade 8 | 53.30% | ≤38.03% | No |
| High School | 62.62% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.91% | ≤26.84% | No |
| Grade 8 | 44.47% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.20% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.80% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 14.78% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 66.67% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 30.77% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 25.00% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 57.14% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 41.67% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 35.71% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 36.36% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 50.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.70% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 10.53% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 36.84% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 36.84% | ≥73.00% | No |

## Rockingham County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 68.18% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 3.41% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.96% | ≥95.00% | Yes |
| High School | 92.54% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.97% | ≥95.00% | Yes |
| High School | 94.44% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.67% | ≥38.55% | No |
| Grade 8 | 23.86% | ≥31.18% | No |
| High School | 47.17% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.00% | ≥28.45% | No |
| Grade 8 | 15.73% | ≥22.25% | No |
| High School | 83.33% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.32% | ≤29.17% | No |
| Grade 8 | 39.03% | ≤38.03% | No |
| High School | 33.90% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.70% | ≤26.84% | No |
| Grade 8 | 41.34% | ≤33.71% | No |
| High School | 12.62% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 67.00% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.94% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.62% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 51.72% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 1.72% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 94.12% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 25.00% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 97.14% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 41.67% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 97.06% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 30.56% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80.15% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.43% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 22.22% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 82.54% | ≥66.00% | 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% | ≥73.00% | Yes |

## Russell County Public Schools FFY 2021 Special Education Performance Report

Russell County Public Schools  
84 Dr. Lorraine C. Turner Drive  
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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 76.19% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 19.05% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 89.29% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 48.48% | ≥38.55% | Yes |
| Grade 8 | 65.52% | ≥31.18% | Yes |
| High School | 67.65% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.38% | ≥28.45% | Yes |
| Grade 8 | 79.31% | ≥22.25% | Yes |
| High School | 47.83% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.20% | ≤29.17% | Yes |
| Grade 8 | 12.26% | ≤38.03% | Yes |
| High School | 19.68% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.40% | ≤26.84% | No |
| Grade 8 | 12.18% | ≤33.71% | Yes |
| High School | 35.96% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 86.35% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 8.50% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.68% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 28.57% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 50.00% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 7.14% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 95.45% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 29.41% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.59% | ≥66.00% | 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 | 73.53% | ≥73.00% | Yes |

## Salem City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.50% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 97.06% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.78% | ≥38.55% | No |
| Grade 8 | 38.46% | ≥31.18% | Yes |
| High School | 52.78% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.78% | ≥28.45% | Yes |
| Grade 8 | 38.46% | ≥22.25% | Yes |
| High School | 60.61% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.70% | ≤29.17% | No |
| Grade 8 | 37.44% | ≤38.03% | Yes |
| High School | 37.79% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.01% | ≤26.84% | No |
| Grade 8 | 42.03% | ≤33.71% | No |
| High School | 29.79% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.15% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.25% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 2.50% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 5.00% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 81.82% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 73.08% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 95.83% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 19.23% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 70.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 69.23% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 91.89% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 20.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 60.00% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 73.33% | ≥73.00% | Yes |

## Scott County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 61.11% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 1.85% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 78.38% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 82.35% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.07% | ≥38.55% | Yes |
| Grade 8 | 62.86% | ≥31.18% | Yes |
| High School | 46.15% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 55.36% | ≥28.45% | Yes |
| Grade 8 | 60.53% | ≥22.25% | Yes |
| High School | 80.00% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.21% | ≤29.17% | Yes |
| Grade 8 | 19.59% | ≤38.03% | Yes |
| High School | 36.68% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.86% | ≤26.84% | Yes |
| Grade 8 | 18.91% | ≤33.71% | Yes |
| High School | 15.54% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 68.22% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 17.36% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 0.16% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 100% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 51.61% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 29.03% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 54.84% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 96.97% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.82% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 84.62% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 17.39% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.74% | ≥66.00% | 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 | 80.43% | ≥73.00% | Yes |

## Shenandoah County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 68.29% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 1.22% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 73.44% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 75.44% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.66% | ≥38.55% | No |
| Grade 8 | 21.74% | ≥31.18% | No |
| High School | 38.64% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.43% | ≥28.45% | Yes |
| Grade 8 | 13.04% | ≥22.25% | No |
| High School | 82.50% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.96% | ≤29.17% | No |
| Grade 8 | 37.43% | ≤38.03% | Yes |
| High School | 37.50% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.07% | ≤26.84% | No |
| Grade 8 | 38.62% | ≤33.71% | No |
| High School | 9.66% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 72.47% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.86% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.16% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 54.90% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 1.96% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 62.16% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 35.14% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 59.46% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.89% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 10.26% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 13.16% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 65.79% | ≥66.00% | 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 | 68.42% | ≥73.00% | No |

## Smyth County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 64.44% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.44% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 82.86% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 87.10% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥38.55% | Yes |
| Grade 8 | 34.88% | ≥31.18% | Yes |
| High School | 58.33% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 22.50% | ≥28.45% | No |
| Grade 8 | 32.56% | ≥22.25% | Yes |
| High School | 63.64% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 16.91% | ≤29.17% | Yes |
| Grade 8 | 35.38% | ≤38.03% | Yes |
| High School | 24.53% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.96% | ≤26.84% | No |
| Grade 8 | 22.46% | ≤33.71% | Yes |
| High School | 25.21% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.32% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.94% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.07% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 11.63% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 18.60% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 9.30% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 89.29% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 58.06% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 96.67% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 51.61% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 92.59% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 58.06% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.42% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 85.37% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 92.31% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 7.14% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.43% | ≥66.00% | 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% | ≥73.00% | Yes |

## Southampton County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 55.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.00% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.43% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 44.44% | ≥38.55% | Yes |
| Grade 8 | 32.00% | ≥31.18% | Yes |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 50.00% | ≥28.45% | Yes |
| Grade 8 | 12.50% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.09% | ≤29.17% | No |
| Grade 8 | 32.63% | ≤38.03% | Yes |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 29.38% | ≤26.84% | No |
| Grade 8 | 36.41% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 47.37% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 16.45% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 11.51% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 100% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.46% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 30.00% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 90.00% | ≥66.00% | 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 | 90.00% | ≥73.00% | Yes |

## Spotsylvania County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 59.82% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 18.30% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.68% | ≥95.00% | Yes |
| High School | 84.54% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 95.71% | ≥95.00% | Yes |
| High School | 93.83% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 49.12% | ≥38.55% | Yes |
| Grade 8 | 28.69% | ≥31.18% | No |
| High School | 51.35% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.16% | ≥28.45% | Yes |
| Grade 8 | 18.07% | ≥22.25% | No |
| High School | 61.03% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 80.00% | ≥74.17% | Yes |
| Grade 8 | 72.41% | ≥71.95% | Yes |
| High School | 87.50% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 64.00% | ≥65.53% | No |
| Grade 8 | 66.67% | ≥66.72% | No |
| High School | 87.50% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.30% | ≤29.17% | Yes |
| Grade 8 | 38.01% | ≤38.03% | Yes |
| High School | 33.87% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.03% | ≤26.84% | No |
| Grade 8 | 33.73% | ≤33.71% | No |
| High School | 27.88% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 51.52% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 14.15% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 6.19% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 15.61% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 45.99% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.84% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 93.18% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 51.11% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 35.56% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 97.59% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 55.56% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 78.79% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 92.02% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 43.33% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.33% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 83.33% | ≥73.00% | Yes |

## Stafford County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 78.46% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 8.46% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.52% | ≥95.00% | Yes |
| High School | 94.98% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 99.11% | ≥95.00% | Yes |
| High School | 97.25% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.17% | ≥38.55% | Yes |
| Grade 8 | 34.74% | ≥31.18% | Yes |
| High School | 54.59% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.69% | ≥28.45% | Yes |
| Grade 8 | 19.74% | ≥22.25% | No |
| High School | 67.57% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 88.89% | ≥74.17% | Yes |
| Grade 8 | 62.50% | ≥71.95% | No |
| High School | 89.29% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 70.37% | ≥65.53% | Yes |
| Grade 8 | 69.23% | ≥66.72% | Yes |
| High School | 85.19% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.00% | ≤29.17% | Yes |
| Grade 8 | 35.70% | ≤38.03% | Yes |
| High School | 28.88% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.93% | ≤26.84% | Yes |
| Grade 8 | 33.43% | ≤33.71% | Yes |
| High School | 21.57% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 54.46% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 18.01% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.36% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 48.17% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 25.65% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 3.14% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 98.39% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 34.92% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 98.36% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 34.92% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 95.08% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 23.81% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.36% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 56.06% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 81.82% | ≥66.00% | Yes |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 84.09% | ≥73.00% | Yes |

## Staunton City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 50.00% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 5.56% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 87.50% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 91.30% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 37.50% | ≥38.55% | No |
| Grade 8 | 26.67% | ≥31.18% | No |
| High School | 47.06% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.83% | ≥28.45% | Yes |
| Grade 8 | 25.81% | ≥22.25% | Yes |
| High School | 64.71% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.43% | ≤29.17% | No |
| Grade 8 | 40.45% | ≤38.03% | No |
| High School | 30.07% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.83% | ≤26.84% | Yes |
| Grade 8 | 32.30% | ≤33.71% | Yes |
| High School | 26.55% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.81% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.56% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.19% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 58.62% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 88.89% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 72.73% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 54.55% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 81.82% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 94.87% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 96.30% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Suffolk City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 74.62% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.69% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 91.39% | ≥95.00% | No |
| High School | 92.52% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 94.04% | ≥95.00% | No |
| High School | 93.41% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 32.26% | ≥38.55% | No |
| Grade 8 | 34.40% | ≥31.18% | Yes |
| High School | 37.61% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.95% | ≥28.45% | No |
| Grade 8 | 20.16% | ≥22.25% | No |
| High School | 69.70% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | 69.23% | ≥71.95% | No |
| High School | 73.68% | ≥79.22% | No |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | 61.54% | ≥66.72% | No |
| High School | 84.21% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.26% | ≤29.17% | No |
| Grade 8 | 38.50% | ≤38.03% | No |
| High School | 43.99% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.61% | ≤26.84% | No |
| Grade 8 | 43.18% | ≤33.71% | No |
| High School | 23.39% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.34% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 7.16% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.70% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 22.73% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 56.82% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 86.05% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 36.96% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 80.00% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 17.39% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 87.50% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 41.30% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 85.19% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 92.92% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | 84.62% | 100% | No |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 23.40% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 70.21% | ≥66.00% | 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 | 78.72% | ≥73.00% | Yes |

## Surry County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 71.43% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 19.05% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 8.73% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Sussex County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 66.67% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥31.18% | Too few students to evaluate |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥22.25% | Too few students to evaluate |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤38.03% | Too few students to evaluate |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≤33.71% | Too few students to evaluate |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.13% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.19% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 5.22% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 72.73% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 83.33% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Tazewell County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 48.48% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 4.55% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.61% | ≥95.00% | Yes |
| High School | 52.05% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.59% | ≥95.00% | Yes |
| High School | 30.23% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 52.17% | ≥38.55% | Yes |
| Grade 8 | 50.00% | ≥31.18% | Yes |
| High School | 62.16% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.03% | ≥28.45% | Yes |
| Grade 8 | 55.56% | ≥22.25% | Yes |
| High School | 91.67% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.83% | ≤29.17% | Yes |
| Grade 8 | 25.60% | ≤38.03% | Yes |
| High School | 30.27% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.44% | ≤26.84% | No |
| Grade 8 | 25.95% | ≤33.71% | Yes |
| High School | 4.74% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 78.39% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 11.31% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.39% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 35.71% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 64.71% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 41.18% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 90.00% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 64.71% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 77.50% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 18.42% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 63.16% | ≥66.00% | 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 | 68.42% | ≥73.00% | No |

## Virginia Beach City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 63.24% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 6.13% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 96.79% | ≥95.00% | Yes |
| High School | 84.04% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.84% | ≥95.00% | Yes |
| Grade 8 | 96.08% | ≥95.00% | Yes |
| High School | 84.14% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.77% | ≥38.55% | Yes |
| Grade 8 | 41.09% | ≥31.18% | Yes |
| High School | 48.62% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 35.90% | ≥28.45% | Yes |
| Grade 8 | 32.68% | ≥22.25% | Yes |
| High School | 81.07% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 69.05% | ≥74.17% | No |
| Grade 8 | 60.71% | ≥71.95% | No |
| High School | 57.14% | ≥79.22% | No |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 65.12% | ≥65.53% | No |
| Grade 8 | 58.93% | ≥66.72% | No |
| High School | 55.10% | ≥72.89% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.09% | ≤29.17% | No |
| Grade 8 | 40.62% | ≤38.03% | No |
| High School | 36.73% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.55% | ≤26.84% | No |
| Grade 8 | 44.55% | ≤33.71% | No |
| High School | 13.68% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 69.62% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 12.65% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 1.88% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 7.20% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 56.81% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0.47% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 86.67% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 50.44% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 92.22% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 35.57% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 89.35% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 55.69% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 82.54% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 99.21% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 32.52% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 65.85% | ≥66.00% | 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 | 74.39% | ≥73.00% | Yes |

## Warren County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 67.39% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.17% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 88.24% | ≥95.00% | No |
| High School | 76.60% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 95.24% | ≥95.00% | Yes |
| Grade 8 | 72.55% | ≥95.00% | No |
| High School | 97.67% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 38.46% | ≥38.55% | No |
| Grade 8 | 28.57% | ≥31.18% | No |
| High School | 42.86% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 27.03% | ≥28.45% | No |
| Grade 8 | 14.71% | ≥22.25% | No |
| High School | 58.54% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 34.50% | ≤29.17% | No |
| Grade 8 | 37.23% | ≤38.03% | Yes |
| High School | 37.40% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.10% | ≤26.84% | No |
| Grade 8 | 39.14% | ≤33.71% | No |
| High School | 30.62% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 80.03% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 6.76% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 4.83% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 70.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 12.50% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 57.14% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 14.29% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 78.57% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 84.09% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 37.50% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 71.88% | ≥66.00% | 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 | 75.00% | ≥73.00% | Yes |

## Washington County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 72.50% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 11.25% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 53.16% | ≥38.55% | Yes |
| Grade 8 | 43.24% | ≥31.18% | Yes |
| High School | 46.38% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 49.37% | ≥28.45% | Yes |
| Grade 8 | 39.19% | ≥22.25% | Yes |
| High School | 75.41% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 28.95% | ≤29.17% | Yes |
| Grade 8 | 38.12% | ≤38.03% | No |
| High School | 39.58% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 33.32% | ≤26.84% | No |
| Grade 8 | 43.98% | ≤33.71% | No |
| High School | 18.16% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 85.11% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 9.03% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.94% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 21.15% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 25.00% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 1.92% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 94.74% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 56.52% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 52.17% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 60.87% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 89.87% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 20.59% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 52.94% | ≥66.00% | No |
| **14c.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 64.71% | ≥73.00% | No |

## Waynesboro City Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 62.96% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 7.41% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 94.12% | ≥95.00% | No |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 70.00% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 93.94% | ≥95.00% | No |
| Grade 8 | 96.43% | ≥95.00% | Yes |
| High School | 78.95% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 20.69% | ≥38.55% | No |
| Grade 8 | 15.38% | ≥31.18% | No |
| High School | 36.36% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 7.14% | ≥28.45% | No |
| Grade 8 | 24.00% | ≥22.25% | Yes |
| High School | 33.33% | ≥38.10% | No |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.60% | ≤29.17% | No |
| Grade 8 | 32.37% | ≤38.03% | Yes |
| High School | 39.91% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 42.86% | ≤26.84% | No |
| Grade 8 | 29.48% | ≤33.71% | Yes |
| High School | 49.43% | ≤21.77% | No |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 70.85% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.20% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.00% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 67.74% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 63.64% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 38.46% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 46.15% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 23.08% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 83.33% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 30.77% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 0% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 93.33% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 66.15% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 33.33% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥66.00% | 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% | ≥73.00% | Yes |

## West Point Public Schools FFY 2021 Special Education Performance Report

West Point Public Schools  
329 Sixth 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | ≤10 Students | ≥71.24% | Too few students to evaluate |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | ≤10 Students | ≤6.41% | Too few students to evaluate |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥95.00% | Too few students to evaluate |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | ≤10 Students | ≥95.00% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥38.55% | Too few students to evaluate |
| Grade 8 | 25.00% | ≥31.18% | No |
| High School | ≤10 Students | ≥48.45% | Too few students to evaluate |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥28.45% | Too few students to evaluate |
| Grade 8 | 8.33% | ≥22.25% | No |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤29.17% | Too few students to evaluate |
| Grade 8 | 53.21% | ≤38.03% | No |
| High School | ≤10 Students | ≤33.03% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≤26.84% | Too few students to evaluate |
| Grade 8 | 60.90% | ≤33.71% | No |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 65.56% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 1.11% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.33% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | ≤10 Students | ≥24.90% | Too few students to evaluate |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | ≤10 Students | ≤38.60% | Too few students to evaluate |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | ≤10 Students | ≤6.00% | Too few students to evaluate |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.92% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 92.31% | 100% | No |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | ≤10 Students | ≥36.00% | Too few students to evaluate |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | ≤10 Students | ≥66.00% | 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 | ≥73.00% | Too few students to evaluate |

## Westmoreland County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 71.43% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 94.12% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 92.86% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 18.75% | ≥38.55% | No |
| Grade 8 | 50.00% | ≥31.18% | Yes |
| High School | 46.15% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 25.00% | ≥28.45% | No |
| Grade 8 | 42.86% | ≥22.25% | Yes |
| High School | ≤10 Students | ≥38.10% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 43.87% | ≤29.17% | No |
| Grade 8 | 25.65% | ≤38.03% | Yes |
| High School | 36.45% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 21.73% | ≤26.84% | Yes |
| Grade 8 | 32.80% | ≤33.71% | Yes |
| High School | ≤10 Students | ≤21.77% | Too few students to evaluate |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 60.19% | ≥72.10% | No |
| **5b.** Students included in regular classroom less than 40 percent of the day | 16.99% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.77% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 25.00% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 88.10% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children determined eligible and IEPs developed and implemented by their third birthdays | ≤10 Students | 100% | Too few students to evaluate |

### Indicator 13: Secondary IEP Goals and Transition Services

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 28.57% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 78.57% | ≥66.00% | 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% | ≥73.00% | Yes |

## Williamsburg-James City County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 78.99% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 2.52% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.20% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 85.48% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 99.20% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 91.60% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 47.75% | ≥38.55% | Yes |
| Grade 8 | 33.33% | ≥31.18% | Yes |
| High School | 63.16% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 39.64% | ≥28.45% | Yes |
| Grade 8 | 30.56% | ≥22.25% | Yes |
| High School | 68.37% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 84.62% | ≥74.17% | Yes |
| Grade 8 | 100% | ≥71.95% | Yes |
| High School | 81.82% | ≥79.22% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 76.92% | ≥65.53% | Yes |
| Grade 8 | 71.43% | ≥66.72% | Yes |
| High School | 81.82% | ≥72.89% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 26.26% | ≤29.17% | Yes |
| Grade 8 | 44.88% | ≤38.03% | No |
| High School | 25.45% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 31.39% | ≤26.84% | No |
| Grade 8 | 41.20% | ≤33.71% | No |
| High School | 20.30% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 73.95% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 15.37% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.60% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 50.32% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 1.94% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 96.34% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 47.06% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 94.12% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 55.29% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 97.33% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 61.18% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 74.85% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 37.21% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 79.07% | ≥66.00% | 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 | 79.07% | ≥73.00% | Yes |

## Winchester City Public Schools FFY 2021 Special Education Performance Report

Winchester City Public Schools  
598 North Kent 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 57.89% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 10.53% | ≤6.41% | No |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 95.12% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 94.12% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.15% | ≥38.55% | No |
| Grade 8 | 23.40% | ≥31.18% | No |
| High School | 39.47% | ≥48.45% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 15.15% | ≥28.45% | No |
| Grade 8 | 29.79% | ≥22.25% | Yes |
| High School | 67.74% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 49.16% | ≤29.17% | No |
| Grade 8 | 40.03% | ≤38.03% | No |
| High School | 38.97% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 45.18% | ≤26.84% | No |
| Grade 8 | 37.62% | ≤33.71% | No |
| High School | 21.02% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 74.92% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.94% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.37% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 23.08% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 53.85% | ≤38.60% | No |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **A2.** Percent functioning within age expectations | ≤10 Students | ≥55.25% | Too few students to evaluate |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | ≤10 Students | ≥94.50% | Too few students to evaluate |
| **B2.** Percent functioning within age expectations | ≤10 Students | ≥38.25% | Too few students to evaluate |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | ≤10 Students | ≥91.50% | Too few students to evaluate |
| **C2.** Percent functioning within age expectations | ≤10 Students | ≥61.25% | Too few students to evaluate |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 100% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 28.13% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 53.13% | ≥66.00% | 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 | 75.00% | ≥73.00% | Yes |

## Wise County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 68.92% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 81.63% | ≥38.55% | Yes |
| Grade 8 | 48.21% | ≥31.18% | Yes |
| High School | 48.78% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 81.63% | ≥28.45% | Yes |
| Grade 8 | 57.14% | ≥22.25% | Yes |
| High School | 88.89% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 7.90% | ≤29.17% | Yes |
| Grade 8 | 33.65% | ≤38.03% | Yes |
| High School | 35.83% | ≤33.03% | No |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 9.80% | ≤26.84% | Yes |
| Grade 8 | 28.57% | ≤33.71% | Yes |
| High School | 9.40% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 82.98% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 10.97% | ≤8.15% | No |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 2.47% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 49.02% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 0% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 35.29% | ≤6.00% | No |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 94.74% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 56.00% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 88.00% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 20.00% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 94.74% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 60.00% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 98.14% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 19.30% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥66.00% | 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 | 71.93% | ≥73.00% | No |

## Wythe County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 62.96% | ≥71.24% | No |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 0% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 83.33% | ≥95.00% | No |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 100% | ≥95.00% | Yes |
| High School | 78.95% | ≥95.00% | No |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 36.96% | ≥38.55% | No |
| Grade 8 | 51.61% | ≥31.18% | Yes |
| High School | 50.00% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.43% | ≥28.45% | Yes |
| Grade 8 | 54.84% | ≥22.25% | Yes |
| High School | 76.92% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥74.17% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥71.95% | Too few students to evaluate |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | ≤10 Students | ≥65.53% | Too few students to evaluate |
| Grade 8 | ≤10 Students | ≥66.72% | Too few students to evaluate |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 41.07% | ≤29.17% | No |
| Grade 8 | 32.49% | ≤38.03% | Yes |
| High School | 31.78% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 46.04% | ≤26.84% | No |
| Grade 8 | 29.91% | ≤33.71% | Yes |
| High School | 18.42% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 83.74% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 2.08% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 7.37% | ≤3.81% | No |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 74.51% | ≥24.90% | Yes |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 11.76% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **A2.** Percent functioning within age expectations | 58.82% | ≥55.25% | Yes |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 100% | ≥94.50% | Yes |
| **B2.** Percent functioning within age expectations | 58.82% | ≥38.25% | Yes |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 100% | ≥91.50% | Yes |
| **C2.** Percent functioning within age expectations | 73.53% | ≥61.25% | Yes |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 90.91% | ≥82.00% | Yes |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 10 |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 9.09% | ≥36.00% | No |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 40.91% | ≥66.00% | 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% | ≥73.00% | No |

## York County Public Schools FFY 2021 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](https://www.doe.virginia.gov/?navid=250). This report compares the division’s performance to the  
State’s target.

Reference key for symbols used with data in the tables throughout this document:

| Symbol | Definition |
| --- | --- |
| % | Percent |
| ≥ | Greater than or equal to |
| ≤ | Less than or equal to |

### Indicator 1: Graduation

| Indicator Description | 2021-2022 Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma | 79.05% | ≥71.24% | Yes |

### Indicator 2: Dropouts

| Indicator Description | 2021-2022  Division Performance (based on data from 2020-2021) | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth with IEPs who exited special education due to dropping out | 3.81% | ≤6.41% | Yes |

### Indicator 3: Participation and Performance on Statewide Assessments

#### 3a. Participation Rate for Children with IEPs for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 98.31% | ≥95.00% | Yes |
| High School | 100% | ≥95.00% | Yes |

#### 3a. Participation Rate for Children with IEPs for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 100% | ≥95.00% | Yes |
| Grade 8 | 97.44% | ≥95.00% | Yes |
| High School | 98.81% | ≥95.00% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 66.34% | ≥38.55% | Yes |
| Grade 8 | 45.10% | ≥31.18% | Yes |
| High School | 70.73% | ≥48.45% | Yes |

#### 3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 57.00% | ≥28.45% | Yes |
| Grade 8 | 46.53% | ≥22.25% | Yes |
| High School | 82.19% | ≥38.10% | Yes |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 93.33% | ≥74.17% | Yes |
| Grade 8 | 85.71% | ≥71.95% | Yes |
| High School | ≤10 Students | ≥79.22% | Too few students to evaluate |

#### 3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 93.33% | ≥65.53% | Yes |
| Grade 8 | 92.31% | ≥66.72% | Yes |
| High School | ≤10 Students | ≥72.89% | Too few students to evaluate |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 23.28% | ≤29.17% | Yes |
| Grade 8 | 39.20% | ≤38.03% | No |
| High School | 21.65% | ≤33.03% | Yes |

#### 3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

| Grade Level | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Grade 4 | 30.39% | ≤26.84% | No |
| Grade 8 | 35.46% | ≤33.71% | No |
| High School | 12.24% | ≤21.77% | Yes |

### Indicator 4: Suspension/Expulsion

| Indicator Description | 2021-2022 Significant Discrepancy Determination |
| --- | --- |
| **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 |
| **4a.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4a |
| **4b.** Division identified 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 |
| **4b.** The VDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs,  the use of positive behavioral interventions and supports, and procedural safeguards. **Target – 0%** | Not identified with significant discrepancy for Indicator 4b |

### Indicator 5: Education Environments (Children Aged 5 (Kindergarten)-21)

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **5a.** Students included in regular classroom 80 percent or more of the day | 86.94% | ≥72.10% | Yes |
| **5b.** Students included in regular classroom less than 40 percent of the day | 5.60% | ≤8.15% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based, or hospital facility | 3.66% | ≤3.81% | Yes |

### Indicator 6: Preschool Environments

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **6a.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 0% | ≥24.90% | No |
| **6b.** Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility | 12.09% | ≤38.60% | Yes |
| **6c.** Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home | 0% | ≤6.00% | Yes |

### Indicator 7: Preschool Outcomes

#### 7a. Positive Social-Emotional Skills (Including Social Relationships)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **A1.** Percent entered below age expectations | 91.43% | ≥91.50% | No |
| **A2.** Percent functioning within age expectations | 40.54% | ≥55.25% | No |

#### 7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **B1.** Percent entered below age expectations | 91.67% | ≥94.50% | No |
| **B2.** Percent functioning within age expectations | 37.84% | ≥38.25% | No |

#### 7c. Use of Appropriate Behavior to Meet Their Needs

| Outcome | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **C1.** Percent entered below age expectations | 88.57% | ≥91.50% | No |
| **C2.** Percent functioning within age expectations | 45.95% | ≥61.25% | No |

### Indicator 8: Parent Involvement

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 76.19% | ≥82.00% | No |

### Indicator 9: Disproportionate Representation in Special Education and Related Services

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services. | No |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | Not identified with disproportionate representation for Indicator 9 |

### Indicator 10: Disproportionate Representation in Specific Disability Categories

| Indicator Description | 2021-2022 Disproportionate Representation Determination |
| --- | --- |
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories. | Yes |
| The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  **Target – 0%** | No |

### Indicator 11: Timeline for Eligibility

| Indicator Description | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days | 98.95% | 100% | No |

### Indicator 12: Part C to Part B Transition

| Indicator Description | 2021-2022 Division Performance | 2021-2022 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 | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | 100% | 100% | Yes |

### Indicator 14: Postsecondary Outcomes

| Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were: | 2021-2022 Division Performance | 2021-2022 State Target | State Target Met |
| --- | --- | --- | --- |
| **14a.** Enrolled in higher education within one year of leaving high school | 43.14% | ≥36.00% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 66.67% | ≥66.00% | 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 | 74.51% | ≥73.00% | Yes |

1. Final reporting year for Alleghany County Public Schools. Beginning in 2022-2023, the Special Education Performance Plan/Annual Performance Report will be reported under Alleghany Highlands Public Schools. [↑](#footnote-ref-1)
2. Final reporting year for Covington City Public Schools. Beginning in 2022-2023, the Special Education Performance Plan/Annual Performance Report will be reported under Alleghany Highlands Public Schools. [↑](#footnote-ref-2)