

COMMONWEALTH OF VIRGINIA

PUBLIC SCHOOLS FEDERAL FISCAL YEAR 2022

SPECIAL EDUCATION PERFORMANCE REPORT

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

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	2022-2023 State Performance (based on data from 2021-2022)	2022-2023 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	70.41%	≥71.74%	Did Not Meet Target

INDICATOR 2: DROPOUTS

Indicator Description	2022-2023 State Performance (based on data from 2021-2022)	2022-2023 State Target	State Target Met
Percent of youth with IEPs who exited special education due to dropping out	9.73%	≤6.16%	Did Not Meet Target

INDICATOR 3: PARTICIPATION AND PERFORMANCE ON STATEWIDE ASSESSMENTS

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	99.69%	≥95.00%	Met Target
Grade 8	98.33%	≥95.00%	Met Target
High School	91.96%	≥95.00%	Did Not Meet Target

3a. Participation Rate for Children with IEPs for Math

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	99.61%	≥95.00%	Met Target
Grade 8	97.99%	≥95.00%	Met Target
High School	84.41%	≥95.00%	Did Not Meet Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	44.27%	≥39.05%	Met Target
Grade 8	34.54%	≥31.68%	Met Target
High School	59.41%	≥48.95%	Met Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	40.16%	$\geq 28.95\%$	Met Target
Grade 8	33.19%	$\geq 22.75\%$	Met Target
High School	38.08%	$\geq 38.60\%$	Did Not Meet Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	80.37%	$\geq 74.67\%$	Met Target
Grade 8	73.14%	$\geq 72.45\%$	Met Target
High School	71.44%	$\geq 79.72\%$	Did Not Meet Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	66.61%	$\geq 66.03\%$	Met Target
Grade 8	81.50%	$\geq 67.22\%$	Met Target
High School	67.08%	$\geq 73.39\%$	Did Not Meet Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	28.32%	≤28.67%	Met Target
Grade 8	36.00%	≤37.53%	Met Target
High School	28.71%	≤32.54%	Did Not Meet Target

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

Grade Level	2022-2023 State Performance	2022-2023 State Target	State Target Met
Grade 4	29.63%	≤26.34%	Did Not Meet Target
Grade 8	34.88%	≤33.21%	Did Not Meet Target
High School	31.42%	≤21.27%	Did Not Meet Target

INDICATOR 4: SUSPENSION/EXPULSION

Indicator Description	2022-2023 Significant Discrepancy Determination	2022-2023 State Target	State Target Met
4a. Percent of divisions identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. Target – 0%	63.64%	0%	Did Not Meet Target

Indicator Description	2022-2023 Significant Discrepancy Determination	2022-2023 State Target	State Target Met
4b. Percent of divisions identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs; and policies, procedures, or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Target – 0%	2.94%	0%	Did Not Meet Target

INDICATOR 5: EDUCATION ENVIRONMENTS (CHILDREN AGED 5 (KINDERGARTEN)-21)

Indicator Description	2022-2023 State Performance	2022-2023 State Target	State Target Met
5a. Students included in regular classroom 80 percent or more of the day	69.92%	$\geq 72.60\%$	Did Not Meet Target
5b. Students included in regular classroom less than 40 percent of the day	9.66%	$\leq 7.90\%$	Did Not Meet Target
5c. Students served in separate public or private school, residential, home-based, or hospital facility	3.72%	$\leq 3.71\%$	Did Not Meet Target

INDICATOR 6: PRESCHOOL ENVIRONMENTS

Indicator Description	2022-2023 State Performance	2022-2023 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	28.23%	$\geq 25.15\%$	Met Target
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	41.57%	$\leq 38.35\%$	Did Not Meet Target
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	3.99%	$\leq 5.75\%$	Met Target

INDICATOR 7: PRESCHOOL OUTCOMES

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

Outcome	2022-2023 State Performance	2022-2023 State Target	State Target Met
A1. Percent entered below age expectations	91.58%	$\geq 91.75\%$	Did Not Meet Target
A2. Percent functioning within age expectations	39.30%	$\geq 55.50\%$	Did Not Meet Target

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

Outcome	2022-2023 State Performance	2022-2023 State Target	State Target Met
B1. Percent entered below age expectations	93.28%	≥94.75%	Did Not Meet Target
B2. Percent functioning within age expectations	34.84%	≥38.50%	Did Not Meet Target

7c. Use of Appropriate Behavior to Meet Their Needs

Outcome	2022-2023 State Performance	2022-2023 State Target	State Target Met
C1. Percent entered below age expectations	89.92%	≥91.75%	Did Not Meet Target
C2. Percent functioning within age expectations	47.77%	≥61.50%	Did Not Meet Target

INDICATOR 8: PARENT INVOLVEMENT

Indicator Description	2022-2023 State Performance	2022-2023 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	77.87%	≥84.00%	Did Not Meet Target

INDICATOR 9: DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION AND RELATED SERVICES

Indicator Description	2022-2023 Disproportionate Representation Determination	2022-2023 State Target	State Target Met
Percent of divisions identified with disproportionate representation of racial and ethnic groups in special education and related services.	5.34%	Not Applicable	Not Applicable
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the divisions are not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0%	0%	0%	Met Target

INDICATOR 10: DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES

Indicator Description	2022-2023 Disproportionate Representation Determination	2022-2023 State Target	State Target Met
Percent of divisions identified with disproportionate representation of racial and ethnic groups in special education and related services.	37.29%	Not Applicable	Not Applicable
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the divisions are not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. Target – 0%	3.39%	0%	Did Not Meet Target

INDICATOR 11: TIMELINE FOR ELIGIBILITY

Indicator Description	2022-2023 State Performance	2022-2023 State Target	State Target Met
Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days	98.00%	100%	Did Not Meet Target

INDICATOR 12: PART C TO PART B TRANSITION

Indicator Description	2022-2023 State Performance	2022-2023 State Target	State Target Met
Children determined eligible and IEPs developed and implemented by their third birthdays	98.34%	100%	Did Not Meet Target

INDICATOR 13: SECONDARY IEP GOALS AND TRANSITION SERVICES

Indicator Description	2022-2023 State Performance	2022-2023 State Target	State Target Met
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	96.13%	100%	Did Not Meet Target

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:	2022-2023 State Performance	2022-2023 State Target	State Target Met
14a. Enrolled in higher education within one year of leaving high school	36.39%	$\geq 36.50\%$	Did Not Meet Target
14b. Enrolled in higher education or competitively employed within one year of leaving high school	72.49%	$\geq 66.50\%$	Met Target
14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	79.64%	$\geq 73.50\%$	Met Target