# SPECIAL EDUCATION PERFORMANCE REPORT

VIRGINIA DEPARTMENT OF EDUCATION

**June 1, 2009**

## Prince George County Public Schools

6410 Courts Rd
Prince George, VA 23875

| | |
|---|---|
| Total Student Enrollment Fall 2007 | 6,297 |
| Total Students with Disabilities Dec. 1, 2007 Child Count | 792 |

## Indicator 1: Graduation

Percent of youth with IEPs graduating from high school with a regular diploma.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Students with Disabilities Graduation Rate | 20 % | 45 % | No |

## Indicator 2: Dropouts

Percent of youth with IEPs dropping out of high school.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Students with Disabilities Grades 7-12 who Dropped Out | 3.06 % | 1.89 % | No |

## Indicator 3: Participation and Performance on Statewide Assessments

Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the State's AYP objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities.

**Indicator 3a**

| | AYP Objectives Met |
|---|---|
| Division Met AYP Objectives for Students with Disabilities Subgroup | No |

See attached Special Education Indicators and Targets Information document.
School divisions cannot be measured against the state target for Indicator 3a.

**Indicator 3b**

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Students with Disabilities Participation Rate for English/Reading | 99 % | 95 % | Yes |
| Students with Disabilities Participation Rate for Math | 99 % | 95 % | Yes |

**Indicator 3c**

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Students with Disabilities Proficiency Rate for English/Reading | 62 % | 77 % | No |
| Students with Disabilities Proficiency Rate for Math | 63 % | 75 % | No |

## Indicator 4: Suspension/Expulsion

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year.

| | 2007-2008 Significant Discrepancy |
|---|---|
| Students with Disabilities Receiving Long-Term Suspensions | Yes |
| Students with Disabilities Receiving Expulsions | No |

"**Yes**" means the division has been identified as having a significant discrepancy in rates of long-term suspension or expulsion of students with disabilities. "**No**" means the division was not identified as having a significant discrepancy.

School divisions cannot be measured against the state target for Indicator 4.

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

Percent of children aged 6 through 21 with Individualized Education Programs (IEPs) that were in the regular class more than 80% of the day; in regular class less than 40% of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| 80% or More of Time Inside Regular Classroom | 51 % | 62 % | No |
| 40% or Less of Time Inside Regular Classroom | 28 % | 11 % | No |
| Served in Separate Public or Private School, Residential, Home-Based or Hospital Facility | 1.9 % | 1 % | No |

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

Percent of preschool children ages 2-5 with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

There is no requirement to report out to the public on 2007-2008 data for indicator 6.

## Indicator 7: Preschool Outcomes

Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs.

There is no requirement to report out to the public on 2007-2008 data for indicator 7.

## Indicator 8: Parent Involvement

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.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Parents reporting schools facilitated parent involvement as a means of improving services and results for children with disabilities | 64 % | 65 % | No |

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

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Division with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. | No | 0 % | Yes |

"**Yes**" means the division has been identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. "**No**" means the division was not identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Division with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. | No | 0 % | No |

"**Yes**" means the division has been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification. "**No**" means the division has not been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification.

## Indicator 11: Timeline for Eligibility

Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days. | 85.55 % | 100 % | No |

## Indicator 12: Part C to Part B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Children Determined Eligible and IEPs Developed and Implemented by Their Third Birthdays | 66.67 % | 100 % | No |

## Indicator 13: Secondary IEP Goals and Transition Services

Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Children aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. | 48.71 % | 100 % | No |

## Indicator 14: Post-Secondary Outcomes

Percent of youth who had Individualized Education Programs (IEPs), who are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

| | 2007-2008 Division Performance | 2007-2008 State Target | State Target Met |
|---|---|---|---|
| Children who are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. | 70 % | 60 % | Yes |

**Virginia's 2007-2008 State Performance Plan and Annual Performance Report can be found at www.doe.virginia.gov/VDOE/sess/spp/.**

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. Information on State Performance Plan indicators and on measurement against these state targets is provided in this document.

For 2008, states are only required to report data to the public on Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13 and 14. For Indicators 1, 5c and 12, data reported by some school divisions are very small numbers. Since division performance is reported as a percentage for these indictors, it is difficult to draw conclusions about the division performance where divisions may not have met the state target, because of the small numbers involved. The Virginia Department of Education (VDOE) or individual school divisions can answer questions about actual numbers used in calculations for certain indicators.

## Indicator 1: Graduation

*Percent of youth with IEPs graduating from high school with a regular diploma.*

Data Source: VDOE End of Year Report

The graduation/diploma rate for students with disabilities was calculated by identifying the number of students with disabilities receiving an advanced studies diploma or a standard diploma divided by the number of all students with disabilities receiving diplomas (total number of Advanced Studies diplomas, Standard diplomas, Modified Standard diplomas, Special diplomas, certificates of attendance, and General Education Development [GED] certificates). This calculation is based on the No Child Left Behind formula.

## Indicator 2: Dropouts

*Percent of youth with IEPs dropping out of high school.*

Data Source: VDOE End of Year Report

VDOE defines a dropout as an individual in grades 7-12 who was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in the membership, has not graduated from high school or completed a state or district approved

educational program and does not meet any of the exclusionary conditions: transfer to another public school district, private school or state or district approved education program, temporary school-recognized absence due to suspension, illness or death.

The dropout rate for students with disabilities was calculated by dividing the number of students with disabilities identified as dropouts by the number of students with disabilities enrolled in grades 7-12.

## Indicator 3: Participation and Performance on Statewide Assessments

> *Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the state's Adequate Yearly Progress (AYP) objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities*

Data Source: VDOE state assessment data

Measurement for youth with IEPs on assessment performance is the same measurement as for all youth for determining AYP for schools and school divisions under the No Child Left Behind Act. Virginia's annual measurable objectives (AMO) for students with disabilities are consistent with those for all students as described in Virginia's Accountability Workbook, which may be accessed at http://www.doe.virginia.gov/VDOE/nclb/#csa.

## Indicator 4: Suspension/Expulsion

> *Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year*

Data Source: VDOE Discipline/Crime and Violence Report

Virginia identified school divisions as having a significant discrepancy when their rate of long-term suspensions (1) exceeds the rate for students without disabilities, (2) is greater than the state average and (3) has a number of long-term suspensions greater than three. The same analysis is used for identifying a significant discrepancy for expulsions.

Yes, means the division has been identified as having a significant discrepancy in rates of long-term suspension or expulsion of students with disabilities. No means the division was not identified as having a significant discrepancy.

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

> *Percent of children aged 6-21 with IEPs that were inside regular class more than 80 percent of the day; inside regular class less than 40 percent of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements*

Data Source: December 1 Special Education Child Count

Data used for measurement against the state target are a percentage reflecting the amount of time students ages 6-21 receive special education outside the regular classroom.

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

There is no requirement to report out to the public on 2007-2008 data for indicator 6.

## Indicator 7: Preschool Outcomes

> *Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs*

Data Source: School division submission

School divisions measure entry-level status for preschool students and will report improvement in the areas listed above. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/ communication and early literacy); and use of appropriate behaviors to meet their needs.

There is no requirement to report out to the public on 2007-2008 data for indicator 7.

## Indicator 8: Parent Involvement

> *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*

Data Source: Parent Survey

Parents complete the survey disseminated by VDOE. VDOE analyzes data from surveys returned.

## Indicator 9: Disproportionality in Special Education and Related Services

> *Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification*

Data Source: School division submission

School divisions use an individual student record-review checklist to document that eligibility decisions were appropriately made based on pre-referral, general education instructional interventions. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to which divisions have disproportionate representation that is a result of inappropriate identification.

"**Yes**" means the division has been identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. "**No**" means the division was not identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

## Indicator 10: Disproportionality in Specific Disability Categories

> *Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification*

Data Source: School division submission

School divisions use an individual student-record review checklist for six designated disability categories (mental retardation, specific learning disabilities, emotional disturbance, other health impairments, autism and speech/Language Impairments) to document that eligibility decisions for the six designated disability categories were consistent with the definitions of those disability categories in state regulations.

"**Yes**" means the division has been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification. "**No**" means the division has not been identified as having disproportionate representation of racial and ethnic groups in specific disability that is the result of inappropriate identification.

## Indicator 11: Timeline for Part B Eligibility

> *Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days*

Data Source: School division submission

School divisions collect data on compliance with 65 day timelines. All divisions review individual student records for initial eligibility meetings. Data submitted to VDOE include the percentage of students meeting the required timelines.

## Indicator 12: Part C to Part B Transition

*Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays*

Data Source: School division submission

School divisions collect data on children served in Part C and referred to Part B for eligibility determination and IEP development. All divisions review individual student records for initial eligibility meetings and IEP meetings. Data submitted to VDOE include the percentage of students meeting the required timelines.

## Indicator 13: Secondary IEP Goals and Transition Services

*Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals*

Data Source: School division submission

School divisions collect data on secondary transition IEP requirements. All divisions review individual student records for these IEP requirements. Data submitted to VDOE include the percentage of IEPs containing the required information.

## Indicator 14: Post-Secondary Outcomes

*Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school*

Data Source: School division submission

School divisions conducted surveys with students who have left school. Survey results were analyzed by VDOE to determine the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.