SPECIAL EDUCATION PERFORMANCE REPORT

VIRGINIA DEPARTMENT OF EDUCATION

June 1, 2011

Greensville County Public Schools

105 Ruffin Street
Emporia, VA 23847

Indicator 1: Graduation

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

For 2009-2010 SPP/APR reporting, states were required to report data and develop targets that are the same as the state's annual graduation targets under Title 1 of the ESEA. After consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE reported data and targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. Data reported were the same data reported in VDOE's 2009-2010 Consolidated State Performance Report (CSPR), which included 2008-2009 graduation rate data. Therefore, VDOE is not reporting 2009-2010 data because the calculation for the graduation rate is different and the targets no longer apply to the data reported.

In order to comply with the Indicator 1 requirement to report targets that are the same as the annual graduation targets under Title 1 of the ESEA, VDOE, after consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE will report targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. The language in the workbook specifies : " …targets for continuous and substantial improvement: 10 percent reduction in the percent of nongraduating students from the previous year applied to the adjusted four-year federal graduation rate …".

Indicator 2: Dropouts

Percent of youth with IEPs dropping out of high school.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Students with Disabilities Grades 7-12 who Dropped Out	3.13 %	1.85%	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.

	AYP Objectives Met
3a. Division Met AYP Objectives for Students with Disabilities Subgroup	Yes

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

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
3b. Students with Disabilities Participation Rate for English/Reading	99%	95%	Yes
3b. Students with Disabilities Participation Rate for Math	100%	95%	Yes

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
3c. Students with Disabilities Proficiency Rate for English/Reading	81%	81%	Yes
3c. Students with Disabilities Proficiency Rate for Math	81%	79%	Yes

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.

	2009-2010 Significant Discrepancy
Students with Disabilities Receiving Long-Term Suspensions	No
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.

Baseline data were reported in the 2005-2012 State Performance Plan, so there are no data to report out to the public for indicator 4 B.

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.

	2009-2010 Division Performance	2009 -2010 State Target	State Target Met
5a. 80% or More of Time Inside Regular Classroom	40%	66%	No
5b. 40% or Less of Time Inside Regular Classroom	18%	9%	No
5c. Served in Separate Public or Private School, Residential, Home-Based or Hospital Facility	3%	<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 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.

		2009-2010 Division Performance	2009 -2010 State Target	State Target Met
7a. Positive social-	A. % entered below age expectations	100%	83%	Yes

emotional skills (including social relationships);	B. % functioning within age expectations	0 %	56%	No
7b. Acquisition and use of knowledge and skills (including early language/communicatio n and early literacy); and	A. % entered below age expectations	100%	84%	Yes
	B. % functioning within age expectations	0%	39%	No
7c. Use of appropriate behavior to meet their needs	A. % entered below age expectations	100%	83%	Yes
	B. % functioning within age expectations	100%	62%	Yes

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.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Parents reporting schools facilitated parent involvement as a means of improving services and results for children with disabilities	67%	66%	Yes

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.

	2009-2010 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. .	No

"**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.

"**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.

	2009-2010 Disproportionate Representation Determination
Division had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No

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.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.	99%	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.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met

Children Determined Eligible and IEPs Developed and Implemented by Their Third Birthdays	NA	100%	NA

Indicator 13: Secondary IEP Goals and Transition Services

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

	2009-2010 Division Performance	2009-2010 State Target	State Target Met
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	100%	100%	Yes

Indicator 14: Post-Secondary Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Baseline data were reported in the 2005-2012 State Performance Plan, so there are no data to report out to the public for indicator 14.

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level 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.

Since division performance is reported as a percentage for many of 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

For 2009-2010 SPP/APR reporting, states were required to report data and develop targets that are the same as the state's annual graduation targets under Title 1 of the ESEA. After consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE reported data and targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. Data reported were the same data reported in VDOE's 2009-2010 Consolidated State Performance Report (CSPR), which included 2008-2009 graduation rate data.

In order to comply with the Indicator 1 requirement to report targets that are the same as the annual graduation targets under Title 1 of the ESEA, VDOE, after consultation with the U.S. Department of Education's Office of Special Education Programs (OSEP), VDOE will report targets consistent with the Virginia Board Of Education's Consolidated State Application Amended Accountability Workbook. The language in the workbook specifies : " …targets for continuous and substantial improvement: 10 percent reduction in the percent of nongraduating students from the previous year applied to the adjusted four-year federal graduation rate …".

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 targets for the three components of Indicator 5 are percentages reflecting: 1. the percent of students ages 6-21 who spend at least 80% of their day in the regular class; 2. the percent of students ages 6-21 who spend less than 40% of their day in the regular class and, 3. The percent of students ages 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator 6: Preschool Least Restrictive Environment (LRE)

There is no requirement to report out to the public 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 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.

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 a 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. VDOE analyses the data submitted to determine compliance.

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. VDOE analyses the data submitted to determine compliance.

Indicator 13: Secondary IEP Goals and Transition Services

> *Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.*

Data Source: School division submission

School divisions collect data on secondary transition IEP requirements. All divisions review individual student records for these IEP requirements. VDOE analyses the data submitted to determine compliance.

Indicator 14: Post-Secondary Outcomes

> *Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:*
>
> *A. Enrolled in higher education within one year of leaving high school.*
>
> *B. Enrolled in higher education or competitively employed within one year of leaving high school.*
>
> *C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*

Data Source: School division submission

School divisions will conduct surveys with students who have left school. Survey results will be analyzed by VDOE to determine the percent of youth who had IEPs and are enrolled in higher education within one year of leaving high school, are enrolled in higher education or competitively employed within one year of leaving high school, or are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Virginia's 2005-2012 State Performance Plan and 2009-2010 Annual Performance Report can be found at http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.