# SPECIAL EDUCATION PERFORMANCE REPORT

VIRGINIA DEPARTMENT OF EDUCATION

**June 1, 2013**

## Albemarle County Public Schools

401 McIntire Road
Charlottesville, VA 22902-4596

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. This report compares the division's performance to the State's target.

Virginia's 2005-2012 State Performance Plan and 2011-2012 Annual Performance Report can be found at: http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.

### Indicator 1: Graduation

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| Percent of youth with IEPs graduating from high school with a regular diploma | 64.9% | 49.96% | Yes |

### Indicator 2: Dropouts

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| Students with disabilities grades 7-12 who dropped out | 0.55% | 2.10% | Yes |

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

| | AMO Targets Met |
|---|---|
| **3a.** Division met AMO targets for students with disabilities subgroup | Yes |

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| **3b.** Students with disabilities participation rate for English/reading | 99.6% | 95.0% | Yes |
| **3b**. Students with disabilities participation rate for math | 99.3% | 95.0% | Yes |

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| **3c.** Students with disabilities proficiency rate for English/reading | 62.1% | 59.0% | Yes |
| **3c**. Students with disabilities proficiency rate for math | 45.3% | 33.0% | Yes |

## Indicator 4: Suspension/Expulsion

| | 2011-2012 Significant Discrepancy |
|---|---|
| **4a.** Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs | No |
| The VDOE concluded that the policies, procedures or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPS, the use of positive behavioral interventions and supports, and procedural safeguards. | No discrepancy in 4A |

| | 2011-2012 Significant Discrepancy |
|---|---|
| **4b.** Division identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs | No |
| The VDOE concluded that the policies, procedures or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPS, the use of positive behavioral interventions and supports, and procedural safeguards. | No discrepancy in 4B |

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

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| **5a.** Students included in regular classroom 80% or more of the day | 79.9% | 68% | Yes |
| **5b.** Students included in regular classroom less than 40% of the day | 4.2% | 8% | Yes |
| **5c.** Students served in separate public or private school, residential, home-based or hospital facility | 5.6% | <1% | No |

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

Percent of preschool children ages 3-5 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).

| | 2011-2012 Division Performance (baseline) | 2011-2012 State Performance (baseline) | 2012-2013 State Target |
|---|---|---|---|
| **6a.** Children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program | 18.5% | 33.46% | 38.0% |
| **6b**. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility | 17.9% | 26.83% | 25.0% |

Baseline data has been submitted in the 2011-2012 State Performance Plan (SPP) along with measureable and rigorous targets for 2012-2013. Divisions will be compared against state targets beginning in 2012-2013.

## Indicator 7: Preschool Outcomes

| | | 2011-2012 Division Performance | 2011 -2012 State Target | State Target Met |
|---|---|---|---|---|
| **7a.** Positive social-emotional skills (including social relationships) | A. % entered below age expectations | 92.3% | 86.0% | Yes |
| | B. % functioning within age expectations | 49.2% | 56.0% | No |
| **7b**. Acquisition and use of knowledge and skills (including early language/communication and early literacy) | A. % entered below age expectations | 88.5% | 90.0% | No |
| | B. % functioning within age expectations | 46.2% | 39.0% | Yes |
| **7c**. Use of appropriate behavior to meet their needs | A. % entered below age expectations | 81.8% | 87.0% | No |
| | B. % functioning within age expectations | 39% | 62.0% | No |

## Indicator 8: Parent Involvement

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | 80% | 78.0% | Yes |

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

| | 2011-2012 Disproportionate Representation Determination |
|---|---|
| Division identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification | No |

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

| | 2011-2012 Disproportionate Representation Determination |
|---|---|
| Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | No |

## Indicator 11: Timeline for Eligibility

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days. | 98.2% | 100% | No |

## Indicator 12: Part C to Part B Transition

| | 2011-2012 Division Performance | 2011-2012 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

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority | 87.5% | 100% | No |

## Indicator 14:

| | 2011-2012 Division Performance | 2011-2012 State Target | State Target Met |
|---|---|---|---|
| **Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:**<br>**14a**. Enrolled in higher education within one year of leaving high school | 46.2% | 32.0% | Yes |
| **14b.** Enrolled in higher education or competitively employed within one year of leaving high school | 64.1% | 55.0% | 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 | 69.2% | 64.0% | Yes |