SPECIAL EDUCATION PERFORMANCE REPORT

VIRGINIA DEPARTMENT OF EDUCATION

June 1, 2014

Grayson County Public Schools

412 E Main St
Independence, VA 24348-0888

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 2012-2013 Annual Performance Report can be found at: http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml.

Indicator 1: Graduation

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
Percent of youth with IEPs graduating from high school with a regular diploma	38.1%	≥53.57%	No

Indicator 2: Dropouts

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
Students with disabilities grades 7-12 who dropped out	3.81%	≤2.00%	No

Indicator 3: Participation and Performance on Statewide Assessments

	AMO Targets Met
3a. Division met AMO targets for students with disabilities subgroup	No

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
3b. Students with disabilities participation rate for English/reading	99.3%	≥95.0%	Yes
3b. Students with disabilities participation rate for math	99.4%	≥95.0%	Yes

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
3c. Students with disabilities proficiency rate for English/reading	32.3%	≥30.0%	Yes
3c. Students with disabilities proficiency rate for math	32.9%	≥41.0%	No

Indicator 4: Suspension/Expulsion

	2012-2013 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

	2012-2013 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)

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day	54.1%	≥68%	No
5b. Students included in regular classroom less than 40% of the day	9.1%	≤8%	No
5c. Students served in separate public or private school, residential, home-based or hospital facility	3.3%	≤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).

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
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	0.0%	≥38.0%	No
6b. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	20.0%	≤25.0%	Yes

Indicator 7: Preschool Outcomes

		2012-2013 Division Performance	2011 -2012 State Target	State Target Met
7a. Positive social-emotional skills (including social relationships)	A. % entered below age expectations	91.7%	≥86.0%	Yes
	B. % functioning within age expectations	71.4%	≥56.0%	Yes
7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	A. % entered below age expectations	92.9%	≥90.0%	Yes
	B. % functioning within age expectations	35.7%	≥39.0%	No
7c. Use of appropriate behavior to meet their needs	A. % entered below age expectations	90.0%	≥87.0%	Yes
	B. % functioning within age expectations	78.6%	≥62.0%	Yes

Indicator 8: Parent Involvement

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	94.6%	≥79.0%	Yes

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

	2012-2013 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

	2012-2013 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

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days	98.7%	100%	No

Indicator 12: Part C to Part B Transition

	2012-2013 Division Performance	2012-2013 State Target	State Target Met
Children determined eligible and IEPs developed and implemented by their third birthdays	100.0%	100%	Yes

Indicator 13: Secondary IEP Goals and Transition Services

	2012-2013 Division Performance	2012-2013 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	100.0%	100%	Yes

Indicator 14: Postsecondary Outcomes

	2012-2013 Division Performance	2012-2013 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: **14a**. Enrolled in higher education within one year of leaving high school	0.0%	≥33.0%	No
14b. Enrolled in higher education or competitively employed within one year of leaving high school	46.2%	≥56.0%	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	61.5%	≥65.0%	No