

King and Queen County Public Schools

FFY 2019 SPECIAL EDUCATION PERFORMANCE REPORT

King and Queen County Public Schools
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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/Annual Performance Report](#). This report compares the division’s performance to the State’s target.

Indicator 1: Graduation

Indicator Description	2019-2020 Division Performance (based on data from 2018-2019)	2019-2020 State Target	State Target Met
Percent of youth with IEPs graduating from high school with a regular diploma	≤ 10 Students	≥61.0%	Too few students to evaluate

Indicator 2: Dropouts

Indicator Description	2019-2020 Division Performance (based on data from 2018-2019)	2019-2020 State Target	State Target Met
Students with disabilities grades 7-12 who dropped out	0%	≤1.40%	Yes

Indicator 3: Participation and Performance on Statewide Assessments

Due to the COVID-19 Pandemic, Virginia was granted a waiver by the U.S Department of Education for the 2019-2020 school year of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h).

Indicator 4: Suspension/Expulsion

Indicator Description	2019-2020 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. Target – 0%	No discrepancy in 4A
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. Target – 0%	No discrepancy in 4B

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator Description	2019-2020 Division Performance	2019-2020 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day	65.31%	≥70.0%	No
5b. Students included in regular classroom less than 40% of the day	9.18%	≤8.0%	No
5c. Students served in separate public or private school, residential, home-based or hospital facility	5.10%	≤2.5%	No

Indicator 6: Preschool Least Restrictive Environment (LRE)

Indicator Description	2019-2020 Division Performance	2019-2020 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	72.73%	≥34.0%	Yes
6b. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	4.55%	≤26.0%	Yes

Indicator 7: Preschool Outcomes

Indicator Description	Outcome	2019-2020 Division Performance	2019-2020 State Target	State Target Met
7a. Positive social-emotional skills (including social relationships)	A1. % entered below age expectations	≤ 10 Students	≥90.1%	Too few students to evaluate
	A2. % functioning within age expectations	≤ 10 Students	≥56.0%	Too few students to evaluate
7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	B1. % entered below age expectations	≤ 10 Students	≥94.0%	Too few students to evaluate
	B2. % functioning within age expectations	≤ 10 Students	≥43.06%	Too few students to evaluate
7c. Use of appropriate behavior to meet their needs	C1. % entered below age expectations	≤ 10 Students	≥91.0%	Too few students to evaluate
	C2. % functioning within age expectations	≤ 10 Students	≥62.0%	Too few students to evaluate

Indicator 8: Parent Involvement

Indicator Description	2019-2020 Division Performance	2019-2020 State Target	State Target Met
Percentage of parents who reported their child's school facilitated parent involvement as a means of improving services and results for children with disabilities	50%	≥78.0%	No

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

Indicator Description	2019-2020 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. Target – 0%	No

Indicator 10: Divisions with Disproportionate Representation in Specific Disability Categories

Indicator Description	2019-2020 Disproportionate Representation Determination
Division identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target – 0%	No

Indicator 11: Timeline for Eligibility

Indicator Description	2019-2020 Division Performance	2019-2020 State Target	State Target Met
Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days	100%	100%	Yes

Indicator 12: Part C to Part B Transition

Indicator Description	2019-2020 Division Performance	2019-2020 State Target	State Target Met
Children determined eligible and IEPs developed and implemented by their third birthdays	≤ 10 Students	100%	Yes

Indicator 13: Secondary IEP Goals and Transition Services

Indicator Description	2019-2020 Division Performance	2019-2020 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%	100%	Yes

Indicator 14: Postsecondary Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:	2019-2020 Division Performance	2019-2020 State Target	State Target Met
14a. Enrolled in higher education within one year of leaving high school	≤ 10 Students	≥35.0%	Too few students to evaluate
14b. Enrolled in higher education or competitively employed within one year of leaving high school	≤ 10 Students	≥65.0%	Too few students to evaluate
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	≤ 10 Students	≥72.0%	Too few students to evaluate