HIGHLAND COUNTY PUBLIC SCHOOLS
FEDERAL FISCAL YEAR 2022
SPECIAL EDUCATION PERFORMANCE REPORT

Highland County Public Schools
240 Myers/Moon Road
Monterey, Virginia 24465

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.

Reference key for symbols used with data in the tables throughout this document:

Symbol	Definition
%	Percent
≥	Greater than or equal to
≤	Less than or equal to

INDICATOR 1: GRADUATION

Indicator Description	2022-2023 Division Performance (based on data from 2021-2022)	2022-2023 State Target	State Target Met
Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma	≤10 Students	≥71.74%	Too few students to evaluate

INDICATOR 2: DROPOUTS

Indicator Description	2022-2023 Division Performance (based on data from 2021-2022)	2022-2023 State Target	State Target Met
Percent of youth with IEPs who exited special education due to dropping out	≤10 Students	≤6.16%	Too few students to evaluate

INDICATOR 3: PARTICIPATION AND PERFORMANCE ON STATEWIDE ASSESSMENTS

3a. Participation Rate for Children with IEPs for English/Reading

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥95.00%	Too few students to evaluate
Grade 8	≤10 Students	≥95.00%	Too few students to evaluate
High School	≤10 Students	≥95.00%	Too few students to evaluate

3a. Participation Rate for Children with IEPs for Math

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥95.00%	Too few students to evaluate
Grade 8	≤10 Students	≥95.00%	Too few students to evaluate
High School	≤10 Students	≥95.00%	Too few students to evaluate

3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for English/Reading

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥39.05%	Too few students to evaluate
Grade 8	≤10 Students	≥31.68%	Too few students to evaluate
High School	≤10 Students	≥48.95%	Too few students to evaluate

3b. Proficiency Rate for Children with IEPs against Grade-Level Academic Achievement Standards for Math

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥28.95%	Too few students to evaluate
Grade 8	≤10 Students	≥22.75%	Too few students to evaluate
High School	≤10 Students	≥38.60%	Too few students to evaluate

3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for English/Reading

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥74.67%	Too few students to evaluate
Grade 8	≤10 Students	≥72.45%	Too few students to evaluate
High School	≤10 Students	≥79.72%	Too few students to evaluate

3c. Proficiency Rate for Children with IEPs against Alternate Academic Achievement Standards for Math

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≥66.03%	Too few students to evaluate
Grade 8	≤10 Students	≥67.22%	Too few students to evaluate
High School	≤10 Students	≥73.39%	Too few students to evaluate

3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for English/Reading

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≤28.67%	Too few students to evaluate
Grade 8	≤10 Students	≤37.53%	Too few students to evaluate
High School	≤10 Students	≤32.54%	Too few students to evaluate

3d. Gap in Proficiency Rates for Children with IEPs and All Students against Grade-Level Academic Achievement Standards for Math

Grade Level	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Grade 4	≤10 Students	≤26.34%	Too few students to evaluate
Grade 8	≤10 Students	≤33.21%	Too few students to evaluate
High School	≤10 Students	≤21.27%	Too few students to evaluate

INDICATOR 4: SUSPENSION/EXPULSION

Indicator Description	2022-2023 Significant Discrepancy Determination
4a. Division identified with significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.	No
4a. 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%**	Not identified with significant discrepancy for Indicator 4a
4b. Division identified with significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.	No

Indicator Description	2022-2023 Significant Discrepancy Determination
4b. 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%**	Not identified with significant discrepancy for Indicator 4b

INDICATOR 5: EDUCATION ENVIRONMENTS (CHILDREN AGED 5 (KINDERGARTEN)-21)

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
5a. Students included in regular classroom 80 percent or more of the day	72.41%	≥72.60%	No
5b. Students included in regular classroom less than 40 percent of the day	3.45%	≤7.90%	Yes
5c. Students served in separate public or private school, residential, home-based, or hospital facility	0%	≤3.71%	Yes

INDICATOR 6: PRESCHOOL ENVIRONMENTS

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
6a. Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program	≤10 Students	≥25.15%	Too few students to evaluate
6b. Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility	≤10 Students	≤38.35%	Too few students to evaluate

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
6c. Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home	≤10 Students	≤5.75%	Too few students to evaluate

INDICATOR 7: PRESCHOOL OUTCOMES

7a. Positive Social-Emotional Skills (Including Social Relationships)

Outcome	2022-2023 Division Performance	2022-2023 State Target	State Target Met
A1. Percent entered below age expectations	≤10 Students	≥91.75%	Too few students to evaluate
A2. Percent functioning within age expectations	≤10 Students	≥55.50%	Too few students to evaluate

7b. Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)

Outcome	2022-2023 Division Performance	2022-2023 State Target	State Target Met
B1. Percent entered below age expectations	≤10 Students	≥94.75%	Too few students to evaluate
B2. Percent functioning within age expectations	≤10 Students	≥38.50%	Too few students to evaluate

7c. Use of Appropriate Behavior to Meet Their Needs

Outcome	2022-2023 Division Performance	2022-2023 State Target	State Target Met
C1. Percent entered below age expectations	≤10 Students	≥91.75%	Too few students to evaluate

Outcome	2022-2023 Division Performance	2022-2023 State Target	State Target Met
C2. Percent functioning within age expectations	≤10 Students	≥61.50%	Too few students to evaluate

INDICATOR 8: PARENT INVOLVEMENT

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
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	72.73%	≥84.00%	No

INDICATOR 9: DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION AND RELATED SERVICES

Indicator Description	2022-2023 Disproportionate Representation Determination
Division identified with disproportionate representation of racial and ethnic groups in special education and related services.	No
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. **Target – 0%**	Not identified with disproportionate representation for Indicator 9

INDICATOR 10: DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES

Indicator Description	2022-2023 Disproportionate Representation Determination
Division identified with disproportionate representation of racial and ethnic groups in specific disability categories.	No
The VDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA. **Target – 0%**	Not identified with disproportionate representation for Indicator 10

INDICATOR 11: TIMELINE FOR ELIGIBILITY

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days	≤10 Students	100%	Too few students to evaluate

INDICATOR 12: PART C TO PART B TRANSITION

Indicator Description	2022-2023 Division Performance	2022-2023 State Target	State Target Met
Children determined eligible and IEPs developed and implemented by their third birthdays	≤10 Students	100%	Too few students to evaluate

INDICATOR 13: SECONDARY IEP GOALS AND TRANSITION SERVICES

Indicator Description	2022-2023 Division Performance	2022-2023 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.	≤10 Students	100%	Too few students to evaluate

INDICATOR 14: POSTSECONDARY OUTCOMES

Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school were:	2022-2023 Division Performance	2022-2023 State Target	State Target Met
14a. Enrolled in higher education within one year of leaving high school	≤10 Students	≥36.50%	Too few students to evaluate
14b. Enrolled in higher education or competitively employed within one year of leaving high school	≤10 Students	≥66.50%	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	≥73.50%	Too few students to evaluate