

# Danville City Public Schools

## FFY 2016 SPECIAL EDUCATION PERFORMANCE REPORT

Danville City Public Schools  
313 Municipal Bldg  
Danville, Virginia 24541

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	2016-2017 Division Performance (based on data from 2015-2016)	2016-2017 State Target	State Target Met
Percent of youth with IEPs graduating from high school with a regular diploma	31.34%	≥52.00%	No

### Indicator 2: Dropouts

Indicator Description	2016-2017 Division Performance (based on data from 2015-2016)	2016-2017 State Target	State Target Met
Students with disabilities grades 7-12 who dropped out	2.56%	≤1.60%	No

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

Indicator Description	AMO Targets Met
<b>3a.</b> Division met AMO targets for students with disabilities subgroup	Not Required

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
<b>3b.</b> Students with disabilities participation rate for English/reading	100%	≥95.0%	Yes
<b>3b.</b> Students with disabilities participation rate for math	99%	≥95.0%	Yes
<b>3c.</b> Students with disabilities proficiency rate for English/reading	29%	≥66.0%	No
<b>3c.</b> Students with disabilities proficiency rate for math	26%	≥65.0%	No

## Indicator 4: Suspension/Expulsion

Indicator Description	2016-2017 Significant Discrepancy
<b>4a.</b> 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
<b>4b.</b> 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)

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
<b>5a.</b> Students included in regular classroom 80% or more of the day	71.69%	≥69.0%	Yes
<b>5b.</b> Students included in regular classroom less than 40% of the day	14.34%	≤10.0%	No
<b>5c.</b> Students served in separate public or private school, residential, home-based or hospital facility	7.17%	≤3.0%	No

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

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
<b>6a.</b> 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	17.11%	≥33.0%	No
<b>6b.</b> Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	2.63%	≤21.0%	Yes

## Indicator 7: Preschool Outcomes

Indicator Description	Outcome	2016-2017 Division Performance	2016-2017 State Target	State Target Met
<b>7a.</b> Positive social-emotional skills (including social relationships)	A1. % entered below age expectations	100%	≥89.9%	Yes
	A2. % functioning within age expectations	46.67%	≥57.7%	No
<b>7b.</b> Acquisition and use of knowledge and skills (including early language/communication and early literacy)	B1. % entered below age expectations	100%	≥93.8%	Yes
	B2. % functioning within age expectations	46.67%	≥46.8%	No
<b>7c.</b> Use of appropriate behavior to meet their needs	C1. % entered below age expectations	85.71%	≥90.8%	No
	C2. % functioning within age expectations	40%	≥65.1%	No

## Indicator 8: Parent Involvement

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
Parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	94.12%	≥72.0%	Yes

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

Indicator Description	2016-2017 Disproportionate Representation
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

Indicator Description	2016-2017 Disproportionate Representation
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

Indicator Description	2016-2017 Division Performance	2016-2017 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	2016-2017 Division Performance	2016-2017 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

Indicator Description	2016-2017 Division Performance	2016-2017 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:	2016-2017 Division Performance	2016-2017 State Target	State Target Met
<b>14a.</b> Enrolled in higher education within one year of leaving high school	41.18%	≥35.0%	Yes
<b>14b.</b> Enrolled in higher education or competitively employed within one year of leaving high school	47.06%	≥62.75%	No
<b>14c.</b> 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	58.82%	≥71.5%	No