

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { X } ACTION { X } CLOSED MEETING { }

SUBJECT: **SUPERINTENDENT’S REPORT - PRESENTATIONS**

**Annual Performance Report (APR) and State Performance Plan (SPP)
Under IDEA**

BACKGROUND: **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 (SPP)/Annual Performance Report (APR).**

Based on 2015-2016 APP data, the Virginia Department of Education has designated BCPS as “MEETS REQUIREMENTS”.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND 23218-2120

June 27, 2017



Mrs. Sue Hirsh
Superintendent
Bath County Public Schools
P.O. Box 67
Warm Springs, Virginia 24484

Dear Mrs. Hirsh:

The Virginia Department of Education (VDOE) would like to thank you for your submission of data that was used in Virginia's Federal Fiscal Year (FFY) 2015 Annual Performance Report (APR) and revised State Performance Plan (SPP) under Part B of the *Individuals with Disabilities Education Improvement Act* (IDEA 2004).

The VDOE is required, pursuant to IDEA 2004, at 34 C.F.R. § 300.600(a)(2), to make determinations for each school division based on their submitted APR data. The determination categories are as follows: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention. Based on your division's 2015-2016 submitted data, VDOE has designated Bath County Public Schools as **Meets Requirements**.

The determination is based on whether the division: (1) demonstrated substantial compliance with indicators 1, 3B, 3C, 4B, 9, 10, 11, 12, and 13; (2) corrected previously identified noncompliance within one year; (3) submitted accurate and timely data; and (4) had no longstanding or unresolved Part B audit issues. A copy of the local determination scoring rubric and Part B accountability matrix are enclosed for your review. Listed below is the web link to the 2015-2016 Division Performance Reports that includes the data used to make the determination.

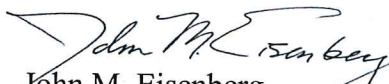
http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2015-2016/index.shtml

The VDOE is committed to supporting efforts to improve results for children with disabilities and looks forward to working with your division in continuing to meet our State Performance Plan/Annual Performance Report requirements.

Mrs. Sue Hirsh
June 27, 2017
Page Two

If you have questions about the determination or to request targeted technical assistance and professional development, please contact Jeff Phenicie by email at Jeff.Phenicie@doe.virginia.gov or by phone at (804) 786-0308.

Sincerely,



John M. Eisenberg
Assistant Superintendent
Division of Special Education and Student Services

JME/JAP/ag
Enclosures

c: Ms. Jane Hall, Bath County Public Schools

Bath County Public Schools
Part B Results Driven Accountability Matrix for FFY2015
(Compliance)

Part B Compliance Indicators	Performance	Met State Target	Score (0-2)
Indicator 4B: Division Identified with Significant Discrepancy in the Rate of Suspension by Race	Yes/No	Yes	2
Indicator 9: Division Identified with Disproportionate Representation in Special Education Identification by Race	Yes/No	Yes	2
Indicator 10: Division Identified with Disproportionate Representation in Special Education Identification by Race and Disability	Yes/No	Yes	2
Indicator 11: Division met Timeline for Initial Eligibility	100	Yes	2
Indicator 12: Division met timeline for Part C to Part B eligibility by 3rd birthday	≤ 10 Students	Too few students to evaluate	2
Indicator 13: Division met Postsecondary Goal Requirements	100	Yes	2
General Supervision: Division has uncorrected noncompliance (i.e., state complaints, due process hearings, and onsite monitoring)	Yes/No	Yes	2
Accurate Data Submission: Division accurately submitted all indicator data	Yes/No	Yes	2
Timely Data Submission: Division submitted all indicator data in a timely manner	Yes/No	Yes	2
Fiscal Audit: Division had no outstanding audit findings in regard to the use of Part B funds	Yes/No	Yes	2
Compliance Total Points Available	Compliance Points Earned		Compliance Performance
20	20		100%

Comments:

Additional information and specific criteria related to LEA determinations are available through the Local Determinations Scoring Rubric.

Bath County Public Schools
Part B Results Driven Accountability Matrix
(Results)

Reading Components Elements	Performance	Met State Target	Score (0-4)
Indicator 3B: Percentage of Students with Disabilities Participating in Statewide Assessments (Target $\geq 95\%$)	100	Yes	4
Indicator 3C: Performance of Students with Disabilities on Statewide Assessments (Target $\geq 66\%$)	60	No	3
Mathematics Components Elements	Performance	Met State Target	Score (0-4)
Indicator 3B: Percentage of Students with Disabilities Participating in Statewide Assessments (Target $\geq 95\%$)	97	Yes	4
Indicator 3C: Performance of Students with Disabilities on Statewide Assessments (Target $\geq 65\%$)	61	No	3
Graduation Components Elements	Performance	Met State Target	Score (0-4)
Indicator 1: Percentage of Students with Disabilities Graduating with a Standard or Advanced Studies Diploma (Target $\geq 57.84\%$)	≤ 10 Students	Too few students to evaluate	4
Results Total Points Available	Results Points Earned		Results Performance
20	18		90%
Compliance Total Points Available (see other side)	Compliance Points Earned (See other side)		Compliance Performance
20	20		100%

Results Driven Accountability (RDA) and Determination

Total Points Available	Total Points Earned	Total Performance
40	38	95%

Bath County Public Schools
Meets Requirements

Results Driven Accountability
Local Determinations Scoring Rubric
Section 616 of the Individuals with Disabilities Education Act For FFY2015

Overview

The Virginia Department of Education (VDOE) is required pursuant to the 2006 federal implementing regulations for the Individuals with Disabilities Education Improvement Act (IDEA 2004), at 34 C.F.R. §300.600(a)(2), to make determinations for each school division based on submitted Annual Performance Report (APR) data. States consider division performance on certain results and compliance indicators, including:

- **Indicator 1:** Graduation
- **Indicator 3:** Participation and Performance in Statewide Assessment
- **Indicator 4B:** Significant Discrepancy in the Rate of Suspension by Race
- **Indicator 9:** Disproportionate Representation in Special Education
- **Indicator 10:** Disproportionate Representation in Specific Disability Categories
- **Indicator 11:** Initial Evaluation Timeline
- **Indicator 12:** Early Childhood Transition
- **Indicator 13:** Secondary Transition
- **General Supervision:** Correction of Non-compliance
- **Accurate and timely** data submissions related to IDEA Part B
- **Audit findings** with regard to the use of IDEA Part B Funds

These determinations are a way of designating the status of each Local Education Agency (LEA) into one of the following four categories, as outlined in Section 616 (d) of IDEA 2004:

- **Meets Requirements**
- **Needs Intervention**
- **Needs Assistance**
- **Needs Substantial Intervention**

Criteria for LEA Determinations

Indicator 1: Percentage of students with disabilities graduating with a standard or advanced studies diploma		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	4	≥ 57.84%
Does Not Meet Requirements	3	47.84 – 57.83%
	2	37.84 – 47.83%
	1	27.84 – 37.83%
	0	≤ 27.83%

Indicator 3B: Percentage of students with disabilities participating in mathematics and English reading statewide assessment		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	4	≥ 95%
Does Not Meet Requirements	3	85 – 94%
	2	75 – 84%
	1	65 – 74%
	0	≤ 64

Results Driven Accountability
Local Determinations Scoring Rubric
Section 616 of the Individuals with Disabilities Education Act For FFY2015

Indicator 3C: Performance of students with disabilities on English reading statewide assessment		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	4	≥ 66%
Does Not Meet Requirements	3	56 – 65%
	2	46 – 55%
	1	36 – 45%
	0	≤35%

Indicator 3C: Performance of students with disabilities on mathematics statewide assessment		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	4	≥ 65%
Does Not Meet Requirements	3	55 – 64%
	2	45 – 54%
	1	35 – 44%
	0	≤ 34%

Indicator 4B: Division identified with significant discrepancy in the rate of suspensions and expulsions, by race/ethnicity, of greater than 10 days in a school year <u>and</u> policies, procedures or practices contributed to the significant discrepancy		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	LEA is not identified with significant discrepancy in the rate of suspension by race/ethnicity.
Does Not Meet Requirements	0	LEA is identified with significant discrepancy in the rate of suspension by race/ethnicity.

Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	LEA does not have disproportionate representation due to inappropriate identification in any racial/ethnic group receiving special education or related services.
Does Not Meet Requirements	0	LEA does have disproportionate representation due to inappropriate identification for a particular racial/ethnic group receiving special education or related services.

Results Driven Accountability
Local Determinations Scoring Rubric
Section 616 of the Individuals with Disabilities Education Act For FFY2015

Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	LEA does not have disproportionate representation due to inappropriate identification in any racial/ethnic group in specific disability categories.
Does Not Meet Requirements	0	LEA does have disproportionate representation due to inappropriate identification for a particular racial/ethnic group in a particular disability category.

Indicator 11: Percentage of children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days.		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
	0	≤ 89%

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
	0	≤ 89%

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.		
Data Source	Data submitted for the FFY2015 SPP/APR	
Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
	0	≤ 89%

General Supervision: Uncorrected noncompliance		
Data Source	VDOE ODRAS/FPM (i.e., state complaints, due process hearings, and on site monitoring)	
Determination	Points	Criteria
Meets Requirements	2	LEA had no uncorrected noncompliance from the previous year
Does Not Meet Requirements	1	LEA has 1 instance of uncorrected noncompliance from the previous year
	0	LEA has 2+ instances of uncorrected noncompliance from the previous year

**Results Driven Accountability
Local Determinations Scoring Rubric
Section 616 of the Individuals with Disabilities Education Act For FFY2015**

Accurate Data		
Data Source	Data submission related to Part B of IDEA	
Determination	Points	Criteria
Meets Requirements	2	Data submitted are accurate
Does Not Meet Requirements	1	1-3 reports not submitted accurately
	0	4+ reports are not submitted accurately OR 2 or more years of inaccurate reports

Timely Data		
Data Source	Data submission related to Part B of IDEA	
Determination	Points	Criteria
Meets Requirements	2	Data submitted are timely
Does Not Meet Requirements	1	1-3 reports not submitted timely
	0	4+ reports are not submitted timely OR 2 or more years of untimely reports

Audit findings with regard to the use of Part B funds		
Data Source	VDOE Office of Program Administration and Accountability/Special Education Financial and Data Services	
Determination	Points	Criteria
Meets Requirements	2	No audit findings; OR Audit findings that have been addressed through a corrective action plan that has been reviewed and accepted by the VDOE
Does Not Meet Requirements	1	Audit findings that have not been addressed through a corrective action plan; OR Audit findings that have not been reviewed and accepted by the VDOE.
	0	Unresolved audit findings cited in the previous year's audits.

Overall LEA Determination	
Determination	Points
Meets Requirements	≥ 80%
Needs Assistance	65% – 79%
Needs Intervention	55 – 64%
Needs Substantial Intervention	≤ 54%

Results Driven Accountability (RDA) – RDA is intended to balance focus on improving educational results and outcomes for students with disabilities. RDA provides greater supports to local education agencies in improving results for children and youth with disabilities, and their families. For additional information pertaining to RDA and Monitoring Part B of IDEA by the Virginia Department of Education, Division of Special Education and Student Services visit [Results Driven Accountability \(RDA\)](#) .