

BATH COUNTY SCHOOL BOARD

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

SUBJECT: SUPERINTENDENT’S REPORT - PRESENTATIONS/INFORMATION

Annual Performance Report (APR) – Jane Hall

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). This report compares the division’s performance to the State’s target.

The division’s 2016-2017 submitted data, the Virginia Department of Education has designated Bath County Public Schools as MEETS REQUIREMENTS.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND 23218-2120

August 20, 2018



Mrs. Sue F. 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) 2016 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 2016-2017 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 2016-2017 Division Performance Reports that includes the data used to make the determination.

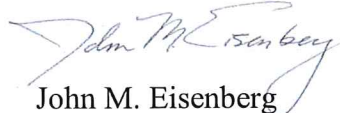
http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2016-2017/index.shtml

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 F. Hirsh
August 20, 2018
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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 FFY2016
(Compliance)

Reference the [Local Determinations Scoring Rubric](#) for additional details.

Results-Driven Accountability (RDA) and Determination

Total Points Available	Total Points Earned	Total Performance
40	36	90%
Bath County Public Schools		
Meets Requirements		

Results and Compliance Overall Scoring

Determination	Total Points Available	Points Earned	Score (%)
Results	20	16	80%
Compliance	20	20	100%

Part B Compliance Indicators

Part B Compliance Indicators	Performance	Met State Target	Score (0-2)
Indicator 4B: Division Identified with Significant Discrepancy by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures, or practices that contribute to the significant discrepancy and do not comply with specified requirements.	Yes/No	Yes	2
Indicator 9: Division Identified with Disproportionate Representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Yes/No	Yes	2
Indicator 10: Division Identified with Disproportionate Representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	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 third birthday	≤ 10 Students	Yes	2
Indicator 13: Division met Postsecondary Goal Requirements	100	Yes	2

Part B Compliance Indicators	Performance	Met State Target	Score (0-2)
General Supervision: Division has uncorrected noncompliance (i.e., state complaints, due process hearings, and on-site 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 not outstanding audit findings in regard to the use of Part B funds	Yes/No	Yes	2

Comments:

N/A

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

Reading Components Elements

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 $\geq 66\%$)	51	No	2

Mathematics Components Elements

Mathematics Components Elements	Performance	Met State Target	Score (0-4)
Indicator 3B: Percentage of Students with Disabilities Participating in Statewide Assessments (Target $\geq 95\%$)	95	Yes	4
Indicator 3C: Performance of Students with Disabilities on Statewide Assessments (Target $\geq 65\%$)	50	No	2

Graduation Components Elements

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 $\geq 52\%$)	≤ 10 Students	Yes	4

Results Driven Accountability Local Determinations Scoring Rubric

Section 616 of the Individuals with Disabilities Education Act for FFY2016

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 Disabilities Categories
- Indicator 11: Initial Evaluation Timeline
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- General Supervision: Correction of Noncompliance
- 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 Assistance
- Needs Intervention
- Needs Substantial Interventions

Criteria for LEA Determination

Indicator 1: Percentage of students with disabilities graduation with a Standard or Advanced Studies Diploma

Data Source: Data submitted for the FFY2016 SPP/APR

Indicator 1 Determination	Points	Criteria
Meets Requirements	4	$\geq 52.00\%$
Does Not Meet Requirements	3	42.00 – 51.99%
Does Not Meet Requirements	2	32.00 – 41.99%
Does Not Meet Requirements	1	22.00 – 31.99%
Does Not Meet Requirements	0	$\leq 21.99\%$

Indicator 3B: Percentage of students with disabilities participating in mathematics and English reading statewide assessment

Data Source: Data submitted for the FFY2016 SPP/APR

Indicator 3B Determination	Points	Criteria
Meets Requirements	4	≥ 95%
Does Not Meet Requirements	3	85 – 94%
Does Not Meet Requirements	2	75 – 84%
Does Not Meet Requirements	1	65 – 74%
Does Not Meet Requirements	0	≤ 64%

Indicator 3C: Performance of students with disabilities on English reading statewide assessment

Data Source: Data submitted for the FFY2016 SPP/APR

Indicator 3C (English) Determination	Points	Criteria
Meets Requirements	4	≥ 66%
Does Not Meet Requirements	3	56 – 65%
Does Not Meet Requirements	2	46 – 55%
Does Not Meet Requirements	1	36 – 45%
Does Not Meet Requirements	0	≤ 35%

Indicator 3C: Performance of students with disabilities on mathematics reading statewide assessment

Data Source: Data submitted for the FFY2016 SPP/APR

Indicator 3C (Mathematics) Determination	Points	Criteria
Meets Requirements	4	≥ 65%
Does Not Meet Requirements	3	55 – 64%
Does Not Meet Requirements	2	45 – 54%
Does Not Meet Requirements	1	35 – 44%
Does Not Meet Requirements	0	≤ 34%

Indicator 4B: Division identified with significant discrepancy in the rate of suspensions and expulsions, by race/ethnicity, of greater than ten days in a school year and policies, procedures or practices contributed to the significant discrepancy

Data Source: Data submitted for the FFY2016 SPP/APR

Indicator 4B 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 FFY2016 SPP/APR

Indicator 9 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.

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 FFY2016 SPP/APR

Indicator 10 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.

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 FFY2016 SPP/APR

Indicator 11 Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
Does Not Meet Requirements	0	≤ 89%

Indicator 12: Percent of children referred by Part C prior to age three, 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 FFY2016 SPP/APR

Indicator 12 Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
Does Not Meet Requirements	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 FFY2016 SPP/APR

Indicator 13 Determination	Points	Criteria
Meets Requirements	2	100%
Does Not Meet Requirements	1	90 – 99%
Does Not Meet Requirements	0	≤ 89%

General Supervision: Uncorrected noncompliance

Data Source: VDOE ODRAS/FPM (i.e., state complaints, due process hearings, and on-site monitoring)

General Supervision 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
Does Not Meet Requirements	0	LEA has 2+ instances of uncorrected noncompliance from the previous year

Accurate Data

Data Source: Data submission related to Part B of IDEA

Accurate Data Determination	Points	Criteria
Meets Requirements	2	Data submitted are accurate
Does Not Meet Requirements	1	1-3 reports not submitted accurately
Does Not Meet Requirements	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

Timely Data Determination	Points	Criteria
Meets Requirements	2	Data submitted are timely
Does Not Meet Requirements	1	1-3 reports not submitted timely
Does Not Meet Requirements	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

Audit findings with regard to the use of Part B funds 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.
Does Not Meet Requirements	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 \(RDA\)](#).

Bath County Public Schools FFY 2016 SPECIAL EDUCATION PERFORMANCE REPORT

Bath County Public Schools
12145 Sam Snead Hwy. U.S. Route 220 N
Warm Springs, Virginia 24484

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 graduation from high school with a regular diploma	≤ 10 Students	≥52.00%	Too few students to evaluate

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	0%	≤1.60%	Yes

Indicator 3: Participation and Performance on Statewide Assessments

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

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
3b. Students with disabilities participation rate for English/reading	100%	≥95.0%	Yes
3b. Students with disabilities participation rate for math	95%	≥95.0%	Yes
3c. Students with disabilities proficiency rate for English/reading	51%	≥66.0%	No
3c. Students with disabilities proficiency rate for math	50%	≥65.0%	No

Indicator 4: Suspension/Expulsion

Indicator Description	2016-2017 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
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)

Indicator Description	2016-2017 Division Performance	2016-2017 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day	78.87%	≥69.0%	Yes
5b. Students included in regular classroom less than 40% of the day	5.63%	≤10.0%	Yes
5c. Students served in separate public or private school, residential, home-based or hospital facility	5.63%	≤3.0%	No

Indicator 6: Preschool Least Restrictive Environment (LRE)

Indicator Description	2016-2017 Division Performance	2016-2017 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	50%	≥33.0%	Yes
6b. Children aged 3 through 5 with IEPs attend a separate special education class, separate school, or residential facility	0%	≤21.0%	Yes

Indicator 7: Preschool Outcomes

Indicator Description	Outcome	2016-2017 Division Performance	2016-2017 State Target	State Target Met
7a. Positive social-emotional skills (including social relationships)	A1. % entered below age expectations	100%	≥89.9%	Yes
	A2. % functioning within age expectations	81.82%	≥57.7%	Yes
7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	B1. % entered below age expectations	90%	≥93.8%	No
	B2. % functioning within age expectations	36.36%	≥46.8%	No
7c. Use of appropriate behavior to meet their needs	C1. % entered below age expectations	60%	≥90.8%	No
	C2. % functioning within age expectations	81.82%	≥65.1%	Yes

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	72.73%	≥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	≤ 10 Students	100%	Too few students to evaluate

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
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	≥62.75%	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	≥71.5%	Too few students to evaluate