



# State Performance Plan & Annual Performance Report

*FFY 2020-2025 Indicator Guide*



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**2023-2024**

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# **State Performance Plan & Annual Performance Report (SPP/APR)**

FFY 2020-2025 Indicator Guide

**West Virginia Department of Education**

Federal Programs and Support, Special Education

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# Introduction

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The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's implementation of the IDEA and describes how the state will make improvements. The West Virginia Department of Education (WVDE) is responsible for implementing Part B of the IDEA, which provides for a free appropriate public education (FAPE) for children with disabilities 3 through 21 years of age.

A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR). The current SPP/APR cycle covers federal fiscal years (FFY) 2020 through 2025. The SPP/APR for FFY 2020-2025 includes 17 indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. These are typically referred to as "results" or "performance" indicators and "compliance" indicators.

The Office of Special Education Programs (OSEP) uses information from the SPP/APR, information obtained through monitoring visits, and any other public information to annually determine whether the state meets the requirements and purposes of the IDEA.

## Compliance Indicators

- › **Indicator 4** – Suspension/Expulsion\*
- › **Indicator 9** – Disproportionate Representation in Special Education
- › **Indicator 10** – Disproportionate Representation in Specific Disability Categories
- › **Indicator 11** – Child Find
- › **Indicator 12** – Early Childhood Transition
- › **Indicator 13** – Secondary Transition

## Results Indicators

- › **Indicator 1** – Graduation
- › **Indicator 2** – Dropout
- › **Indicator 3** – Assessment
- › **Indicator 4** – Suspension/Expulsion\*
- › **Indicator 5** – Education Environments
- › **Indicator 6** – Preschool Environments
- › **Indicator 7** – Preschool Outcomes
- › **Indicator 8** – Parent Involvement
- › **Indicator 14** – Post-School Outcomes
- › **Indicator 15** – Resolution Sessions
- › **Indicator 16** – Mediation

**Indicator 17** – State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. For more information about West Virginia's SSIP, visit <https://wvde.us/special-education/wv-guideposts-to-graduation/>

\* *Indicator 4 involves both results (4A) and compliance (4B) components.*

**NOTE:** In this document, any mention of students, children, or youth with IEPs or disabilities refers specifically to individuals who receive special education and related services under IDEA. This does not include students identified as gifted, exceptional gifted, or students with disabilities who only receive supports under Section 504 of the Rehabilitation Act of 1973.

# Indicator 1: Graduation

## What does it measure?

This is a results indicator that measures the percent (%) of youth with IEPs exiting from high school with a regular diploma.

## Why is this important?

High school graduation with a regular diploma is important for all students because it is a key milestone in their lives that provides for many opportunities for their future. For students with disabilities, graduation is particularly important because it helps them achieve the same standards as their peers and prepares them to tackle college or a career if they receive the proper support along the way.

## What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in **EDFacts** file specification FS009.

## How is it calculated?

The number of students ages 14 through 21 who exited special education by graduating with a regular high school diploma is divided by the total number of students with disabilities ages 14 through 21 who exited high school with a regular diploma, with an alternate diploma, by reaching the maximum age of 21, or by dropping out.

# of youth with IEPs who graduated  
from high school with a regular  
diploma

÷

# of all youth with IEPs who left  
high school

## What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 83.71	≥ 84.21	≥ 84.71	≥ 85.21	≥ 85.71	≥ 86.21

An increase of 2.5 % over 6 years.

## Indicator 2: Dropout

### What does it measure?

This is a results indicator that measures the percent (%) of youth with IEPs exiting from high school due to dropping out.

### Why is this important?

Preventing high school dropout is crucial for all students, including those with disabilities, as it ensures they receive specialized instruction, support services, and essential skills needed for a successful future. Completing high school with a regular diploma opens doors to higher education, better job prospects, and improved social connections, leading to a more fulfilling and independent life.

### What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

### How is it calculated?

The number of students ages 14 through 21 who exited special education due to dropping out is divided by the total number of students with disabilities ages 14 through 21 who exited high school with a regular diploma, with an alternate diploma, by reaching the maximum age of 21, or by dropping out.

# of youth with IEPs who dropped out  
of high school

÷

# of all youth with IEPs who left high  
school

### What are West Virginia's targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≤ 5.67	≤ 5.17	≤ 4.67	≤ 4.17	≤ 3.67	≤ 3.17

**An increase of 2.5 % over 6 years.**

# Indicator 3A: Assessment — Participation

## What does it measure?

This is a results indicator that measures the participation rate of students with IEPs on the statewide assessment.

## Why is this important?

One of the goals of education is to ensure that all students have equal opportunity to participate and show what they are learning. This is why it is important to monitor assessment participation rates for students with disabilities. Statewide assessments provide valuable information for program decision making and support equity and quality instruction. They also encourage high expectations for students with disabilities and increase the accountability of school teams. By monitoring the participation rates, states can identify and address any barriers or challenges that may prevent students with disabilities from taking the assessments with appropriate accommodations or alternate assessments. This can help improve the validity and reliability of the assessment data and the educational outcomes for students with disabilities.

## What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

## How is it calculated?

- › Participation rate = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Rates are calculated separately for reading and math, and for grades 4, 8, and high school.
- › The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

# of children with IEPs participating  
in an assessment

÷

# of all children with IEPs enrolled  
during the testing window

## What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021-2025
Target (%)		
All subjects, all grade levels	N/A	≥ 95

**NOTE:** All assessment indicators (3A through 3D) have “N/A” as the target for FFY 2020 due the lack of assessment data resulting from school closures related to the COVID-19 pandemic.

## Indicator 3B: *Assessment — Proficiency (General)*

### What does it measure?

This is a **results** indicator that measures the proficiency rate for children with IEPs against *grade-level* academic achievement standards.

### Why is this important?

These assessments provide a comprehensive snapshot of students' knowledge and skills at a specific point in time. By evaluating student performance, we can gauge overall understanding of the subjects and identify areas that require further attention. Assessment also provides valuable data for schools, districts, and policymakers to assess the effectiveness of educational programs and allocate resources appropriately. Ultimately, assessment ensures that students with disabilities receive a well-rounded education and have the support they need to succeed in reading and mathematics.

### What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

### How is it calculated?

- Proficiency rate = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Rates are calculated separately for reading and math, and for grades 4, 8, and high school.
- The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

*# of children with IEPs scoring at or above proficient against grade level academic achievement standards*



*# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment*

### What are West Virginia's targets for this indicator?

Federal Fiscal Year			2020	2021	2022	2023	2024	2025
Target (%)	Reading	4 <sup>th</sup>	N/A	≥ 16.40	≥ 16.90	≥ 17.40	≥ 17.90	≥ 18.40
		8 <sup>th</sup>	N/A	≥ 7.20	≥ 7.70	≥ 8.20	≥ 8.70	≥ 9.20
		11 <sup>th</sup>	N/A	≥ 10.20	≥ 10.70	≥ 11.20	≥ 11.70	≥ 12.20
	Math	4 <sup>th</sup>	N/A	≥ 18.50	≥ 19.00	≥ 19.50	≥ 20.00	≥ 20.50
		8 <sup>th</sup>	N/A	≥ 6.00	≥ 6.50	≥ 7.00	≥ 7.50	≥ 8.00
		11 <sup>th</sup>	N/A	≥ 3.50	≥ 4.00	≥ 4.50	≥ 5.00	≥ 5.50

**NOTE:** All assessment indicators (3A through 3D) have “N/A” as the target for FFY 2020 due the lack of assessment data resulting from school closures related to the COVID-19 pandemic.

## Indicator 3C: *Assessment — Proficiency (Alternate)*

### What does it measure?

This is a **results** indicator that measures the proficiency rate for children with IEPs against **alternate** academic achievement standards.

### Why is this important?

These assessments are specifically designed to evaluate the progress and understanding of reading and mathematics in a way that is meaningful and appropriate for students with the most significant cognitive disabilities. By utilizing alternate assessment, we can accurately measure student growth and provide targeted support. These assessments also help ensure equity and inclusivity in education, as they allow students with significant cognitive disabilities to be recognized and valued for their achievements. Ultimately, alternate assessment empowers students with the most significant disabilities to reach their fullest potential in reading and mathematics, promoting their overall educational success and personal development.

### What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

### How is it calculated?

- Proficiency rate = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Rates are calculated separately for reading and math, and for grades 4, 8, and high school.
- The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

*# of children with IEPs scoring at or above proficient against alternate academic achievement standards*



*# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment*

### What are West Virginia's targets for this indicator?

Federal Fiscal Year			2020	2021	2022	2023	2024	2025
Target (%)	Reading	4 <sup>th</sup>	N/A	≥ 19.50	≥ 20.00	≥ 20.50	≥ 21.00	≥ 21.50
		8 <sup>th</sup>	N/A	≥ 33.50	≥ 34.00	≥ 34.50	≥ 35.00	≥ 35.50
		11 <sup>th</sup>	N/A	≥ 37.00	≥ 37.50	≥ 38.00	≥ 38.50	≥ 39.00
	Math	4 <sup>th</sup>	N/A	≥ 27.50	≥ 28.00	≥ 28.50	≥ 29.00	≥ 29.50
		8 <sup>th</sup>	N/A	≥ 8.00	≥ 8.50	≥ 9.00	≥ 9.50	≥ 10.00
		11 <sup>th</sup>	N/A	≥ 12.50	≥ 13.00	≥ 13.50	≥ 14.00	≥ 14.50

**NOTE:** All assessment indicators (3A through 3D) have “N/A” as the target for FFY 2020 due the lack of assessment data resulting from school closures related to the COVID-19 pandemic.



## Indicator 3D: *Assessment — Proficiency Gap (General)*

### What does it measure?

This is a **results** indicator that measures the gap in proficiency rates for children with IEPs and all students against **grade-level** academic achievement standards.

### Why is this important?

A proficiency gap is the difference in academic proficiency between different groups of students. One of the most persistent and troubling gaps is between students with disabilities and all other students. Narrowing this gap is important because it ensures that all students have equal access to quality education and opportunities for success, and it promotes social justice and inclusion by respecting the diversity and potential of every student. It also benefits society and the economy by developing a skilled and productive workforce that can meet the challenges of the 21st century.

### What is the data source?

This indicator uses the same data as used for reporting to the U.S. Department of Education (ED) under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

### How is it calculated?

- Proficiency rate gap = proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards. Rates are calculated separately for reading and math, and for grades 4, 8, and high school.
- The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

*proficiency rate for children with IEPs  
scoring at or above proficient against  
grade level academic achievement  
standards*



*proficiency rate for all students  
scoring at or above proficient against  
grade level academic achievement  
standards*

### What are West Virginia's targets for this indicator?

Federal Fiscal Year			2020	2021	2022	2023	2024	2025
Target (%)	Reading	4 <sup>th</sup>	N/A	≤ 29.50	≤ 29.00	≤ 28.50	≤ 28.00	≤ 27.50
		8 <sup>th</sup>	N/A	≤ 35.50	≤ 35.00	≤ 34.50	≤ 34.00	≤ 33.50
		11 <sup>th</sup>	N/A	≤ 41.00	≤ 40.50	≤ 40.00	≤ 39.50	≤ 39.00
	Math	4 <sup>th</sup>	N/A	≤ 27.50	≤ 27.00	≤ 26.50	≤ 26.00	≤ 25.50
		8 <sup>th</sup>	N/A	≤ 28.50	≤ 28.00	≤ 27.50	≤ 27.00	≤ 26.50
		11 <sup>th</sup>	N/A	≤ 20.50	≤ 20.00	≤ 19.50	≤ 19.00	≤ 18.50

**NOTE:** All assessment indicators (3A through 3D) have “N/A” as the target for FFY 2020 due the lack of assessment data resulting from school closures related to the COVID-19 pandemic.

# Indicator 4A: Suspension/Expulsion

## What does it measure?

This is a **results** indicator that measures the percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

If an LEA's suspension rate for students with disabilities meets or exceeds the state rate bar of 3.24%, that LEA has a significant discrepancy in in the rates of suspensions/expulsions of greater than 10 days in a school year.

## Why is this important?

Tracking suspension and expulsion rates for students with disabilities is crucial, as these rates serve as indicators of how well our educational system supports and includes students with disabilities. High suspension and expulsion rates may indicate a lack of understanding of their unique needs, or potential issues in providing appropriate support or accommodations for their unique needs. By tracking these rates, we can identify areas for improvement and work towards creating inclusive environments where all students can thrive.

## What is the data source?

This indicator uses West Virginia's discipline data, including the analysis of West Virginia's discipline data collected under IDEA Section 618, where applicable.

## How is it calculated?

**Percent** = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable)))] times 100.

$$\left( \frac{\text{\# of LEAs that meet the minimum n and/or cell size that have a significant discrepancy in discipline for children with IEPs}}{\text{\# of LEAs that meet the minimum n and/or cell size}} \right) \times 100$$

## Note:

- › A **cell size** is a minimum number, set by the State, of children with disabilities in an LEA who were suspended/expelled for more than 10 days. The minimum cell size applies to the *numerator* in the fraction for calculating the LEA's suspension rate. **West Virginia's minimum cell size for this indicator is 5.**
- › An **n-size** is a minimum number, set by the State, of children with disabilities enrolled in an LEA. The n-size applies to the *denominator* in the fraction for calculating the LEA's suspension rate. **West Virginia's minimum n-size for this indicator is 20.**

## What is West Virginia's target for this indicator?

Federal Fiscal Year	2020 - 2025
Target (%)	≤ 3.50

## Indicator 4B: Suspension/Expulsion by Race/Ethnicity

### What does it measure?

This is a **compliance** indicator that measures the percent of LEAs that have: (a) a significant discrepancy, as defined by the State, **by race or ethnicity**, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

If an LEA's suspension rate meets or exceeds the state rate bar of 3.24%, that LEA has a significant discrepancy in the rates of suspensions/expulsions of greater than 10 days by race/ethnicity in a school year.

### Why is this important?

Monitoring suspension and expulsion rates for students with disabilities by race and ethnicity is critical for promoting equity and addressing potential disparities. Such disparities can indicate bias or systemic issues that need to be addressed. Students with disabilities, regardless of their race or ethnicity, should have equal access to a fair and inclusive education. By addressing and reducing any disparities, we can create a more just and supportive educational environment for all students with disabilities.

### What is the data source?

This indicator uses West Virginia's discipline data, including the analysis of West Virginia's discipline data collected under IDEA Section 618, where applicable.

### How is this calculated?

**Percent** = [(# of LEAs that meet the State-established *n* and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established *n* and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

$$\left( \frac{\text{\# of LEAs that meet the minimum } n \text{ and/or cell size that have a significant discrepancy in discipline by race/ethnicity due to inappropriate policies, procedures, or practices}}{\text{\# of LEAs that meet the minimum } n \text{ and/or cell size}} \right) \times 100$$

### Note:

- › A **cell size** is a minimum number, set by the State, of children with disabilities of a specific race/ethnicity in an LEA who were suspended/expelled for more than 10 days. The minimum cell size applies to the *numerator* in the fraction for calculating the LEA's suspension rate. **West Virginia's minimum cell size for this indicator is 5.**
- › An ***n*-size** is a minimum number, set by the State, of children with disabilities of a specific race/ethnicity enrolled in an LEA. The *n*-size applies to the *denominator* in the fraction for calculating the LEA's suspension rate. **West Virginia's minimum *n*-size for this indicator is 20.**

### What is West Virginia's target for this indicator?

Because this is a compliance indicator, the target is set by OSEP at 0%.

Federal Fiscal Year	2020 - 2025
Target (%)	0

# Indicator 5A: Education Environments

## Inside the Regular Classroom for 80% or More of the Day

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.

### Why is this important?

Monitoring education environments data (i.e., least restrictive environment [LRE]) for students with disabilities is important for ensuring that they receive a free and appropriate public education (FAPE) in the general education classroom to the maximum extent possible. LRE data can help educators, families, and policymakers understand how well schools are implementing the IDEA, which guarantees the right of students with disabilities to access the general education curriculum and participate in school-wide activities with their peers without disabilities. By collecting and analyzing least restrictive environment data, schools can identify areas of strength and improvement, and plan for more effective and inclusive practices that benefit all students.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

$$\left( \frac{\text{\# of children with IEPs aged 5 in kindergarten through 21 served inside the regular class 80% or more of the day}}{\text{\# of all children with IEPs aged 5 in kindergarten through 21}} \right) \times 100$$

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 67.11	≥ 67.61	≥ 68.11	≥ 68.61	≥ 69.11	≥ 69.61

# Indicator 5B: Education Environments

## Inside the Regular Classroom for Less than 40% of the Day

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.

### Why is this important?

Monitoring education environments data (i.e., least restrictive environment [LRE]) for students with disabilities is important for ensuring that they receive a free and appropriate public education (FAPE) in the general education classroom to the maximum extent possible. LRE data can help educators, families, and policymakers understand how well schools are implementing the IDEA, which guarantees the right of students with disabilities to access the general education curriculum and participate in school-wide activities with their peers without disabilities. By collecting and analyzing least restrictive environment data, schools can identify areas of strength and improvement, and plan for more effective and inclusive practices that benefit all students.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS002 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

$$\left( \frac{\text{\# of children with IEPs aged 5 in kindergarten through 21 served inside the regular class less than 40\% of the day}}{\text{\# of all children with IEPs aged 5 in kindergarten through 21}} \right) \times 100$$

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≤ 6.47	≤ 6.30	≤ 6.20	≤ 6.10	≤ 6.00	≤ 5.90



# Indicator 5C: Education Environments

## Separate Setting

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

### Why is this important?

Monitoring education environments data (i.e., least restrictive environment [LRE]) for students with disabilities is important for ensuring that they receive a free and appropriate public education (FAPE) in the general education classroom to the maximum extent possible. LRE data can help educators, families, and policymakers understand how well schools are implementing the IDEA, which guarantees the right of students with disabilities to access the general education curriculum and participate in school-wide activities with their peers without disabilities. By collecting and analyzing least restrictive environment data, schools can identify areas of strength and improvement, and plan for more effective and inclusive practices that benefit all students.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)]times 100.

# of children with IEPs aged 5 in kindergarten through 21 served separate schools, residential facilities, or homebound/hospital placements

÷

# of all children with IEPs aged 5 in kindergarten through 21

X 100

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≤ 1.49%	≤ 1.40	≤ 1.40	≤ 1.40	≤ 1.40	≤ 1.40

# Indicator 6A: *Preschool Environments*

## Regular Setting

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

### Why is this important?

The least restrictive environment (LRE) is a principle that ensures that students with disabilities are educated with their peers without disabilities to the maximum extent appropriate. Monitoring preschool environments (i.e., LRE) data is important because it helps educators and policymakers evaluate the effectiveness and quality of special education services and supports. LRE data can also inform decisions about resource allocation, professional development, and best practices for inclusive education.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

$$\left( \frac{\text{\# of children with IEPs aged 3 through 5 in preschool attending and receiving the majority of services in the regular early childhood program}}{\text{\# of all children with IEPs aged 3 through 5 in preschool}} \right) \times 100$$

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 49.24	≥ 49.75	≥ 50.25	≥ 50.75	≥ 51.25	≥ 51.75



# Indicator 6B: *Preschool Environments*

## Separate Setting

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.

### Why is this important?

The least restrictive environment (LRE) is a principle that ensures that students with disabilities are educated with their peers without disabilities to the maximum extent appropriate. Monitoring preschool environments (i.e., LRE) data is important because it helps educators and policymakers evaluate the effectiveness and quality of special education services and supports. LRE data can also inform decisions about resource allocation, professional development, and best practices for inclusive education.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

# of children with IEPs aged  
3 through 5 in preschool  
attending a separate special  
education class, separate  
school, or residential facility

÷

# of all children with  
IEPs aged 3 through 5 in  
preschool

X 100

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≤ 9.67%	≤ 9.50%	≤ 9.40%	≤ 9.30%	≤ 9.20%	≤ 9.10%

# Indicator 6C: *Preschool Environments*

## Home Setting

### What does it measure?

This is a **results** indicator that measures the percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program and receiving special education and related services in the home.

### Why is this important?

The least restrictive environment (LRE) is a principle that ensures that students with disabilities are educated with their peers without disabilities to the maximum extent appropriate. Monitoring preschool environments (i.e., LRE) data is important because it helps educators and policymakers evaluate the effectiveness and quality of special education services and supports. LRE data can also inform decisions about resource allocation, professional development, and best practices for inclusive education.

### What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089 (i.e., December Child Count).

### How is it calculated?

**Percent** = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

# of children with IEPs aged 3 through 5 in preschool attending a separate special education class, separate school, or residential facility

÷

# of all children with IEPs aged 3 through 5 in preschool

X 100

### What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≤ 2.26	≤ 2.25	≤ 2.24	≤ 2.23	≤ 2.22	≤ 2.21

## Indicator 7A: *Preschool Outcomes*

### Positive Social-Emotional Skills

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#### **What does it measure?**

This is a **results** indicator that measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills, including social relationships.

#### **Why is this important?**

Social-emotional skill development is crucial for preschool students with disabilities. It affects their academic readiness, self-regulation, and peer relationships. Monitoring their progress in this area can help educators and families identify their strengths and needs, and provide appropriate interventions and supports. Therefore, it is important to use valid and reliable measures to collect and analyze social-emotional skill development data for this population.

#### **What is the data source?**

Indicator 7A utilizes Child Outcome Summary (COS) data entered by each LEA into the Early Learning Reporting System (ELRS).

#### **How is it calculated?**

The calculation is a multi-step process. First, the students with IEPs who turned 6 or exited the program are divided into five progress categories:

- a) Percent of preschool children who **did not improve functioning** =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b) Percent of preschool children who **improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers** =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c) Percent of preschool children who **improved functioning to a level nearer to same-aged peers but did not reach it** =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d) Percent of preschool children who **improved functioning to reach a level comparable to same-aged peers** =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e) Percent of preschool children who **maintained functioning at a level comparable to same-aged peers** =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

Then, data for two summary statements are calculated and reported:

**Summary Statement 1 — Increased Rate of Growth**

Of those preschool children who entered the preschool program below age expectations in Outcome 7A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7A1:

$$\left( \frac{\begin{array}{l} \text{\# of children in (c) +} \\ \text{\# of children in (d)} \end{array}}{\begin{array}{l} \text{\# of children in (a) +} \\ \text{\# of children in (b) +} \\ \text{\# of children in (c) +} \\ \text{\# of children in (d)} \end{array}} \right) \times 100$$

**Summary Statement 2 — Functioning Within Age Expectations**

The percent of preschool children who were functioning within age expectations in Outcome 7A by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7A2:

$$\left( \frac{\begin{array}{l} \text{\# of children in (d) +} \\ \text{\# of children in (e)} \end{array}}{\begin{array}{l} \text{\# of children in (a) +} \\ \text{\# of children in (b) +} \\ \text{\# of children in (c) +} \\ \text{\# of children in (d)} \end{array}} \right) \times 100$$

**What are West Virginia’s targets for this indicator?**

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	7A1	≥ 84.50	≥ 85.00	≥ 85.50	≥ 86.00	≥ 87.00
	7A2	≥ 64.32	≥ 64.40	≥ 64.50	≥ 64.60	≥ 64.80

## Indicator 7B: *Preschool Outcomes*

### *Acquisition and Use of Knowledge and Skills*

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#### **What does it measure?**

This is a **results** indicator that measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills, including early language/communication and early literacy.

#### **Why is this important?**

Monitoring knowledge and skill development data for preschool students with disabilities is important for many reasons. It helps educators and families to observe how children grow and change over time, and whether they meet the typical developmental milestones in different domains. It also helps to plan, implement, and evaluate the effectiveness of the learning experiences that are provided to children. Monitoring data can also support children's rights to attend school in an inclusive setting with their peers without disabilities .

#### **What is the data source?**

Indicator 7B utilizes Child Outcome Summary (COS) data entered by each LEA into the Early Learning Reporting System (ELRS).

#### **How is it calculated?**

The calculation is a multi-step process. First, the students with IEPs who turned 6 or exited the program are divided into five progress categories:

- a) Percent of preschool children who **did not improve functioning** =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b) Percent of preschool children who **improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c) Percent of preschool children who **improved functioning to a level nearer to same-aged peers but did not reach it** =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d) Percent of preschool children who **improved functioning to reach a level comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e) Percent of preschool children who **maintained functioning at a level comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

Then, data for two summary statements are calculated and reported:

**Summary Statement 1 — Increased Rate of Growth**

Of those preschool children who entered the preschool program below age expectations in Outcome 7B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7B1:

$$\left( \frac{\text{\# of children in (c)} + \text{\# of children in (d)}}{\text{\# of children in (a)} + \text{\# of children in (b)} + \text{\# of children in (c)} + \text{\# of children in (d)}} \right) \times 100$$

**Summary Statement 2 — Functioning Within Age Expectations**

The percent of preschool children who were functioning within age expectations in Outcome 7B by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7B2:

$$\left( \frac{\text{\# of children in (d)} + \text{\# of children in (e)}}{\text{\# of children in (a)} + \text{\# of children in (b)} + \text{\# of children in (c)} + \text{\# of children in (d)}} \right) \times 100$$

**What are West Virginia’s targets for this indicator?**

Federal Fiscal Year		2020	2021	2022	2023	2024	2025
Target (%)	7B1	≥ 83.51	≥ 84.00	≥ 84.50	≥ 85.00	≥ 85.50	≥ 86.00
	7B2	≥ 62.92	≥ 63.00	≥ 63.10	≥ 63.20	≥ 63.30	≥ 63.40

## Indicator 7C: *Preschool Outcomes*

### *Use of Appropriate Behaviors*

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#### **What does it measure?**

This is a **results** indicator that measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

#### **Why is this important?**

Monitoring behavior data for preschool students with disabilities is important because it can help teachers and parents support their learning and development. Appropriate behavior data can show how well students are meeting behavioral milestones, adapting to different situations, and interacting with others. By using this data, teachers and parents can identify strengths and needs of students, plan interventions and accommodations, and evaluate progress and outcomes.

#### **What is the data source?**

Indicator 7C utilizes Child Outcome Summary (COS) data entered by each LEA into the Early Learning Reporting System (ELRS).

#### **How is it calculated?**

The calculation is a multi-step process. First, the students with IEPs who turned 6 or exited the program are divided into five progress categories:

- a) Percent of preschool children who **did not improve functioning** =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b) Percent of preschool children who **improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c) Percent of preschool children who **improved functioning to a level nearer to same-aged peers but did not reach it** =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d) Percent of preschool children who **improved functioning to reach a level comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e) Percent of preschool children who **maintained functioning at a level comparable to same-aged peers** =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$



Then, data for two summary statements are calculated and reported:

**Summary Statement 1 — Increased Rate of Growth**

Of those preschool children who entered the preschool program below age expectations in Outcome 7C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7C1:

$$\left( \frac{\text{\# of children in (c)} + \text{\# of children in (d)}}{\text{\# of children in (a)} + \text{\# of children in (b)} + \text{\# of children in (c)} + \text{\# of children in (d)}} \right) \times 100$$

**Summary Statement 2 — Functioning Within Age Expectations**

The percent of preschool children who were functioning within age expectations in Outcome 7C by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 7C2:

$$\left( \frac{\text{\# of children in (d)} + \text{\# of children in (e)}}{\text{\# of children in (a)} + \text{\# of children in (b)} + \text{\# of children in (c)} + \text{\# of children in (d)}} \right) \times 100$$

**What are West Virginia’s targets for this indicator?**

Federal Fiscal Year		2020	2021	2022	2023	2024	2025
Target (%)	7C1	≥ 86.29	≥ 86.80	≥ 87.30	≥ 87.80	≥ 88.30	≥ 88.80
	7C2	≥ 74.91	≥ 75.00	≥ 75.10	≥ 75.20	≥ 75.30	≥ 75.40

## Indicator 8: *Parent Involvement*

### What does it measure?

This is a **results** indicator that measures the 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.

### Why is this important?

Parent involvement data helps schools and local educational agencies understand how well they are engaging and supporting families of these students. It also helps parents advocate for their children's needs and rights. By tracking parent involvement data, we can identify strengths and areas for improvement in our special education programs and services.

### What is the data source?

The WVDE uses the *West Virginia Parent Involvement Survey* to collect data for this indicator. Items from this survey were adapted from a larger survey that was developed by the National Center for Special Education Accountability Monitoring (NCSEAM), a high-quality tool for collecting data related to this indicator. The WVDE also uses sampling to ensure all parents of students with disabilities in the selected districts are surveyed at least once within a three-year period.

A sampling plan is a way of choosing a small group of people or things from a larger population to study or analyze. The goal is to make the sample representative of the whole population, so that the results can be generalized and applied to the larger group.

### How is it calculated?

**Percent** = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

$$\left( \frac{\text{\# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities}}{\text{\# of all respondent parents of children with disabilities}} \right) \times 100$$

### What are West Virginia's targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 39.00	≥ 39.00	≥ 39.00	≥ 40.00	≥ 40.00	≥ 40.00

# Indicator 9: Disproportionate Representation

## What does it measure?

This is a **compliance** indicator that measures the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

## Why is this important?

Monitoring disproportionate representation of racial and ethnic groups in special education helps to ensure that all students receive fair and appropriate educational services. Disproportionality occurs when a group of students is overrepresented or underrepresented in special education programs or categories, compared to their peers in the general population. This can indicate potential biases, discrimination, or systemic barriers that affect the identification, referral, assessment, placement, or instruction of students with disabilities. Monitoring disproportionality can help educators and policymakers identify and address these issues and improve educational outcomes for all students.

## What is the data source?

This indicator uses the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002 (i.e., December Child Count).

## How is it calculated?

WVDE calculates a risk ratio for each of the seven racial/ethnic categories in each LEA. A **risk ratio** describes the likelihood of an outcome in one group compared to the likelihood of the same outcome in another group. The overall risk of identification is determined by comparing the risk of any racial/ethnic group to the risk of all other racial/ethnic groups. To be included in the analysis, a group must have at least 10 students with disabilities of a particular racial/ethnic category and at least 30 students in the same racial/ethnic category in overall enrollment. Districts with a risk ratio of 3.0 or greater are identified as having disproportionate representation.

For example:

# of children from a given racial/  
ethnic group with disabilities

÷

# of enrolled children from a given  
racial/ethnic group

÷

# of all other children with  
disabilities

÷

# of all other enrolled children

## What are West Virginia’s targets for this indicator?

Federal Fiscal Year	2020 - 2025
Target (%)	0

0

## Indicator 11: Child Find

### What does it measure?

This is a **compliance** indicator that measures the percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. *West Virginia's timeframe is 80 calendar days.*

### Why is this important?

Students with disabilities have diverse needs and challenges that require individualized support and intervention. Locating, evaluating, and providing special education and related services to these students in a timely manner is important because it ensures that they receive appropriate instruction and accommodations that match their strengths as well as their unique needs. It also helps them develop academic, social, and life skills that prepare them for future success and independence.

### What is the data source?

This indicator uses West Virginia's state longitudinal data system, West Virginia Education Information System (WVEIS).

### How is it calculated?

- a) # of children for whom parental consent to evaluate was received
- b) # of children whose evaluations were completed within the State-established timeline of 80 calendar days

**Percent** = [(b) divided by (a)] times 100.

$$\left( \frac{\text{\# of children whose evaluations were completed within the State-established timeframe of 80 calendar days}}{\text{\# of children for whom parental consent to evaluate was received}} \right) \times 100$$

### What are West Virginia's targets for this indicator?

Federal Fiscal Year	2020 - 2025
Target (%)	100

## Indicator 12: *Early Childhood Transition*

### **What does it measure?**

This is a **compliance** indicator that measures the 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.

### **Why is this important?**

Part C of IDEA covers children from birth to age 3, while Part B covers children from age 3 to 21. A smooth and timely transition between Part C and Part B is important for ensuring that children with disabilities receive appropriate and continuous services that meet their individual needs and support their development and learning.

### **What is the data source?**

This indicator uses West Virginia's state longitudinal data system, West Virginia Education Information System (WVEIS).

### **How is it calculated?**

- a) # of children who have been served in Part C and referred to Part B for Part B eligibility determination
- b) # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays
- c) # of those found eligible who have an IEP developed and implemented by their third birthdays
- d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied
- e) # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f) # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

**Percent** = [(c) divided by (a - b - d - e - f)] times 100.

$$\left( \frac{\text{\# of children in (c)}}{\text{\# of children in (a) - \# of children in (b) - \# of children in (d) - \# of children in (e) - \# of children in (f)}} \right) \times 100$$

### **What are West Virginia's targets for this indicator?**

Federal Fiscal Year	2020 - 2025
Target (%)	100

# Indicator 13: Secondary Transition

## What does it measure?

This is a **compliance** indicator that measures the percent of youth with IEPs 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

*The description above is the federal measurement. OSEP permits states to include youth beginning at an age younger than 16. West Virginia includes students ages 14 through 21 in its data for this indicator.*

## Why is this important?

Secondary transition planning is a process that helps students with disabilities prepare for life after high school. It involves setting goals, identifying services and supports, and developing skills for education, employment, and independent living. Secondary transition planning is important because it can help students with disabilities achieve realistic postsecondary goals and become successful adults.

## What is the data source?

WVDE collects data for this indicator through a blended approach of on-site monitoring (August - March) and LEA self-review (April -May) for students ages 14 through 21 with an IEP. WVDE randomly selects IEP/Transition plans for students ages 14 through 21 with an IEP based on the student population for each LEA.

## How is it calculated?

**Percent** = [(# of youth with IEPs aged 14 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 14 and above)] times 100.

# of youth with IEPs age 14 and above with an IEP that includes an appropriate transition plan

÷

# of youth with an IEP age 14 and above whose files were reviewed

X 100

## What is West Virginia’s target for this indicator?

Federal Fiscal Year	2020 - 2025
Target (%)	100



## Indicator 14A: *Post-School Outcomes*

### Higher Education

#### What does it measure?

This is a **results** indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left high school, and were enrolled in higher education within one year of leaving high school.

#### Why is this important?

Post-school outcomes refer to the status of students with disabilities in areas such as postsecondary education, employment, independent living, and community participation after they leave high school. These outcomes can provide valuable feedback to educators, policymakers, and families on how well students with disabilities are prepared for life after high school. Data on post-school outcomes can also inform improvement efforts and identify areas of need for students with disabilities. They reflect how well the students have transitioned from school to adult life, and provide feedback on the effectiveness of the special education and transition services the students received.

#### What is the data source?

LEAs use WVDE's "One Year Follow-Up" survey to gather information from former eligible students who exited during the previous school year. Former students are eligible to complete the survey if they are listed in the certified special education exit collection file as having exited by graduating with a regular or alternate diploma, reaching the maximum age for receiving FAPE, or dropping out. Survey data are submitted to WVDE for validation and analysis.

#### How is it calculated?

**Percent enrolled in higher education** = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

$$\left( \frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school and were enrolled in higher education within one year of leaving high school}}{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school}} \right) \times 100$$

#### What is West Virginia's target for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 19.03	≥ 20.03	≥ 21.03	≥ 22.03	≥ 23.03	≥ 24.03

## Indicator 14B: *Post-School Outcomes*

### *Higher Education, Competitive Employment*

#### **What does it measure?**

This is a **results** indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left high school, and were enrolled in higher education or competitively employed within one year of leaving high school.

#### **Why is this important?**

Post-school outcomes refer to the status of students with disabilities in areas such as postsecondary education, employment, independent living, and community participation after they leave high school. These outcomes can provide valuable feedback to educators, policymakers, and families on how well students with disabilities are prepared for life after high school. Data on post-school outcomes can also inform improvement efforts and identify areas of need for students with disabilities. They reflect how well the students have transitioned from school to adult life, and provide feedback on the effectiveness of the special education and transition services the students received.

#### **What is the data source?**

LEAs use WVDE's "One Year Follow-Up" survey to gather information from former eligible students who exited during the previous school year. Former students are eligible to complete the survey if they are listed in the certified special education exit collection file as having exited by graduating with a regular or alternate diploma, reaching the maximum age for receiving FAPE, or dropping out. Survey data are submitted to WVDE for validation and analysis.

#### **How is it calculated?**

Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

$$\left( \frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school and were enrolled in higher education or competitively employed within one year of leaving high school}}{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school}} \right) \times 100$$

#### **What is West Virginia's target for this indicator?**

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 47.69	≥ 49.69	≥ 51.69	≥ 53.69	≥ 55.69	≥ 57.69

# Indicator 14C: *Post-School Outcomes*

## *Higher Education, Competitive Employment, Other Training/Employment*

### *What does it measure?*

This is a **results** indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left high school, and were 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.

### *Why is this important?*

Post-school outcomes refer to the status of students with disabilities in areas such as postsecondary education, employment, independent living, and community participation after leaving high school. These data can provide valuable feedback to educators, policymakers, and families on how well students with disabilities are prepared for life after high school. Data on post-school outcomes can also inform improvement efforts and identify areas of need for students with disabilities. They reflect how well the students have transitioned from school to adult life, and provide feedback on the effectiveness of the special education and transition services the students received.

### *What is the data source?*

LEAs use WVDE’s “One Year Follow-Up” survey to gather information from former students who exited high school during the previous school year. Former students are eligible to complete the survey if they are listed in the certified special education exit collection file as having exited by graduating with a regular or alternate diploma, reaching the maximum age for receiving FAPE, or dropping out.

### *How is it calculated?*

Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school and were enrolled in higher education or another postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

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# of youth who are no longer in secondary school, had IEPs in effect at the time they left high school

X 100

### *What is West Virginia’s target for this indicator?*

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 71.01	≥ 71.51	≥ 72.01	≥ 72.51	≥ 73.01	≥ 73.51

# Indicator 15: Resolution Sessions

## What does it measure?

This is a **results** indicator that measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

## Why is this important?

Collecting and monitoring data on resolution sessions regarding students with disabilities helps to ensure that the students' rights and needs are respected and met. It also helps to evaluate the effectiveness and efficiency of the resolution process, and to identify areas of improvement and best practices for future cases. Data collection and monitoring can also facilitate communication and collaboration among stakeholders, such as parents, educators, administrators, and advocates.

## What is the data source?

This indicator uses data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).

## How is it calculated?

**Percent** = (Number of resolution sessions resolved through settlement agreements divided by the number of resolution sessions) times 100.

$$\left( \frac{\text{\# of resolution sessions resolved through settlement agreements}}{\text{\# of resolution sessions}} \right) \times 100$$

## What are West Virginia's targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 76.00	≥ 76.50	≥ 77.00	≥ 77.50	≥ 78.00	≥ 78.50

# Indicator 16: Mediation

## What does it measure?

This is a **results** indicator that measures the percent of mediations held that resulted in mediation agreements.

## Why is this important?

Mediation is a voluntary and confidential process that allows parties to resolve disputes related to the education of students with disabilities. The Individuals with Disabilities Education Act (IDEA) requires states to offer mediation as an option for resolving disagreements between parents and schools. Collecting and monitoring data on mediation can help states and districts improve their mediation programs, identify best practices, and evaluate the effectiveness and outcomes of mediation. Data on mediation can also inform policy decisions and provide transparency and accountability to the public.

## What is the data source?

This indicator uses data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).

## How is it calculated?

**Percent** = (Number of mediation agreements related to due process complaints plus the number of mediation agreements not related to due process complaints) divided by the number of mediations held) times 100.

$$\left( \frac{\begin{array}{l} \text{\# of mediation agreements} \\ \text{related to due process} \\ \text{complaints} \\ + \\ \text{\# of mediation agreements} \\ \text{not related to due process} \\ \text{complaints} \end{array}}{\text{\# of mediations held}} \right) \times 100$$

## What are West Virginia's targets for this indicator?

Federal Fiscal Year	2020	2021	2022	2023	2024	2025
Target (%)	≥ 58.00	≥ 58.50	≥ 59.00	≥ 59.50	≥ 60.00	≥ 60.50



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