

VIRGINIA'S  
SPECIAL EDUCATION STATE  
IMPROVEMENT PLAN  
REPORT

FOR  
JULY 1998 = JUNE 2000

Virginia Department of Education  
Division of Instructional Support Services  
Office of Special Education and Student Services

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## FOREWORD

The Virginia Department of Education has established a dynamic, strategically designed plan to enable children and youth with disabilities to meet performance goals. Under this plan, which is based on a variety of data, Virginia's leadership and technical assistance will focus on improving student learning. The plan has three strategic directions related to student achievement, personnel development, and parent/student involvement. Each strategic direction has indicators to measure performance toward achievement. The plan is grounded in the Virginia Board of Education's vision, mission, and goals. The three strategic directions are as follows:

### **Strategic Direction I: School Completion and Graduation**

To facilitate, in cooperation with local school divisions, an increase in the graduation rate of students with disabilities and school completion rate of students with disabilities in the context of higher academic expectations.

### **Strategic Direction II: Personnel Development**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with them.

### **Strategic Direction III: Parent and Student Involvement**

To improve meaningful parent and student involvement with special education services.

The Virginia Department of Education was one of 18 state education agencies whose grant to design and implement programs to achieve the goals specified by the State Improvement Plan was funded by the United States Department of Education in 1999. The project, Partners Achieving Success for Students (Project PASS), will receive \$6 million in funding over a five-year period. In addition to implementing Project PASS, the Virginia Department of Education will focus ongoing training and technical assistance on efforts to assist in meeting the goals of the State Improvement Plan.

Virginia also will report periodically on the state's progress toward meeting the goals under these three strategic directions. The State Improvement Plan reports are intended to provide parents, teachers, related services personnel, administrators in schools, faculty and administrators in higher education, and state and local policymakers with information regarding the state's progress on achieving the goals in the plan.

The Virginia Department of Education thanks the many people who provided comments and suggestions in developing the strategic directions, goals, and performance indicators. More than 100 persons, including parents, students who had received special education, public and private school administrators, teachers, related services personnel, early intervention staff, university faculty, state education agency staff, and other agency representatives assisted in this initiative. The participation received from these individuals has been invaluable in developing a vital plan for improving Virginia's special education programs and services.

## EXECUTIVE SUMMARY

This report is intended to begin and sustain the momentum for other partners to achieve the goals to improve student learning leading to successfully employed young adults. State-funded activities will design programs based on needs in relation to the strategic directions and performance goals for students, parents, and school personnel. The status of the progress made to date toward the three strategic directions is summarized below.

### **Status of Strategic Direction I: School Completion and Graduation**

In 1999, more Virginia's secondary school students completed and graduated from school than in 1997. Over those two years, students with disabilities who graduated or completed high school rose from 66.7 percent in 1997 to 75.4 percent in 1999, an increase of 8.7 percentage points. The school completion and graduation five-year goal was achieved; however, the Virginia Department of Education will continue to examine these data to see how the state's education reform initiatives affect the school completion and graduation rates as the new graduation requirements become effective.

### **Status of Strategic Direction II: Personnel Development**

The number of qualified and nonqualified special education professionals increased from 1997 through 1999; the number of qualified personnel grew at a slightly higher rate. During the same time period, the Virginia Department of Education expanded its distance education endorsement program for special educators and increased training opportunities for educational interpreters and speech-language pathologists. While the number of educational interpreters who meet Virginia's qualification standard is growing, there continues to be many more personnel who are not fully qualified for providing interpreting services to students (in 1997, 49 of 249 were qualified; in 1998, 59 of 276 were qualified; in 1999, 74 of 267 were qualified).

The 1999-2000 Teacher Supply and Demand in Virginia survey data, reported by school divisions, indicated that seven of the top ten areas of severe shortage of qualified personnel were in endorsement areas for students with disabilities. These endorsement areas, in order of most severe shortage, were: emotional disturbance, severe and profound disability (severe disabilities), speech-language impairment, hearing impairment, learning disability, mental retardation, and visual impairment. There is a need for additional qualified personnel in these special education endorsement areas.

Many of the state-coordinated ongoing professional development opportunities for personnel on behalf of children with disabilities have been implemented by the Virginia Department of Education's eight Training/Technical Assistance Centers (T/TAC). The T/TAC system has reached to all its jurisdictions and provided services with a focus on capacity building at the local level. In one year more than 4,700 services were accessed by 20,391 people. Additional partners who deliver ongoing personnel development will be reporting data in the future to provide a more complete picture of the status of the personnel development goals. Information will be gathered from local school systems, parent training/information centers, parent resource centers, and the Governor's Best Practice Centers for future reports.

### **Status of Strategic Direction III: Parent and Student Involvement**

There has been no systematic method of gathering and compiling data to measure improved meaningful parent and student involvement in special education. To solve that problem, the Virginia Department of Education funded activities to begin collecting this information from a variety of sources, including Virginia's parent training/information center (Parent Educational Advocacy Training Center - PEATC) and local parent resource centers. This information will be compiled, analyzed, and discussed in future reports.

More information about the State Improvement Plan, including copies of the reports may be obtained from the Virginia Department of Education Web site [www.pen.k12.va.us/VDOE/Insruction/Sped/sped.html](http://www.pen.k12.va.us/VDOE/Insruction/Sped/sped.html) or by calling the Office of Special Education and Student Services:

voice toll-free 800-292-3820, voice local 804-225-2932  
TDD toll-free 800-422-1098, TDD local 804-371-2822

## INTRODUCTION

The framework for Virginia's Special Education State Improvement Plan was developed through extensive discussions with stakeholders. The various stakeholders included: parents, students, administrators, and teachers, as well as representatives from the business community, university faculty, other state and local agencies, and advocacy agencies and groups. This plan is designed to help guide implementing programs for the education of Virginia's young citizens with disabilities for the five year period, 1999-2004. The plan is grounded in the Virginia Board of Education's vision, mission, and goals.

## Framework for Virginia's Special Education State Improvement Plan

The **VISION** of the Board of Education and the Superintendent of Public Instruction is to ensure, through high academic standards and accountability, that an effective education program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The **MISSION** of the Board of Education and Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and achievement.

The **BELIEFS** of Virginia's State Improvement Plan Partners include:

- ◆ High expectations, program accountability, and program supports influence the ability of students with disabilities to demonstrate improved learning and achievement;
- ◆ Students with disabilities have the same rights and responsibilities as other students, including equal access to programs and activities;
- ◆ Families working as partners with educators and other service providers leads to more successful outcomes in the education of students with disabilities;
- ◆ Students with disabilities are entitled to a safe and supportive educational environment that is conducive to learning;
- ◆ Communities that value all individuals as productive contributors to that community create an environment of success for all students;
- ◆ A comprehensive system of interdisciplinary, research-based training for educators is essential to ensuring the availability of qualified, effective educators; and
- ◆ Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

The **Individuals with Disabilities Education Act (IDEA)** seeks to support education that leads to:

- ◆ An increasing number of young adults with disabilities attending post-secondary education.
- ◆ An increasing number of young adults with disabilities who find competitive employment at comparable rates to young adults without disabilities.
- ◆ An increasing number of young adults with disabilities who live independently as they enter adulthood.

The **PURPOSE** of Virginia's *State Improvement Plan for Special Education* is to improve and sustain the system and infrastructure needed to support students with disabilities as equal participants in Virginia's vision and mission for all students and to effect positively the achievement of IDEA's strategic goals.

## **Three Strategic Directions and Goals**

The State Improvement Plan targets three (3) broad areas for improvement, and specifies five-year performance goals as a way of benchmarking improvement. The five (5) performance goals are aligned with the strategic directions.

### **Strategic Direction I:**

#### **School Completion and Graduation**

To facilitate, in cooperation with local school divisions, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

#### **Five-Year Goal:**

**Goal 1.** Increase the statewide percentage of students with disabilities graduating and successfully completing school resulting in an increase to 75% in 2004.

### **Strategic Direction II:**

#### **Personnel Development**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

#### **Five-Year Goals:**

**Goal 2.** Promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.

**Goal 3.** Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.

**Goal 4.** Ensure ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide professional development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.

## Strategic Direction III:

### Parent and Student Involvement

To improve meaningful parent/student involvement with special education services.

#### Five-Year Goal:

**Goal 5.** Increase parents' and students' active participation in special education process decisions.

### The Performance Indicators

Each strategic direction has indicators that provide information for analysis of progress toward meeting these goals. This analysis will help guide changes in activities and will be used to report progress to stakeholders. The indicators are dynamic and subject to change based on their integrity and usefulness. Virginia's leadership and technical assistance will be focused on the improvement of student learning using the data presented in the performance indicators.

### How to Use This Report

#### Purposes

This report meets three purposes:

- (1) report on the status of Virginia's *Special Education State Improvement Plan*,
- (2) comply with federal reporting requirements for the Individuals with Disabilities Education Act (IDEA), and
- (3) provide a tool to identify priority areas that need improvement and should be targeted for additional resources.

#### Definition of LEA

A Local Education Agency (LEA) refers to a school division or a State Operated Program (SOP).

### Report Limitations

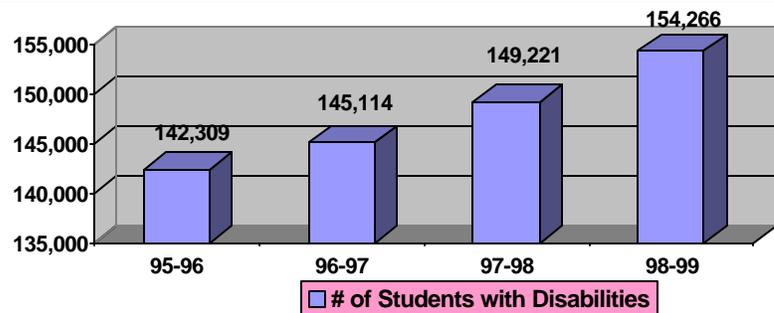
The data presented in this report come from a variety of sources with different data collection methods and different time periods for collecting and reporting. The data in this report are accurate to the extent they were accurately reported by the source. While the data presented tell a story about special education in Virginia, it is important to note that it is not the only story. The information in this report is specific to the Plan's improvement goals and performance indicators. The Virginia Department of Education collects additional data on students with disabilities that are not included in this report. Rather, the data from the indicators in this Plan can inform decision-makers about improving results for the education of children and youth with disabilities. The data in this report reflect the statewide picture and are not reported by locality. Data disaggregated by disability are not reported if such disaggregation would jeopardize student confidentiality.

### A Growing Population

For many years, Virginia's population has increased. In 1996, there were 1,079,854 students educated in Virginia's public schools; in 1999, this number was 1,133,994 students (Fall Membership, January 5, 1996 and January 7, 1999). With this growth, local communities across the state have experienced an increase in the number of students with disabilities. As indicated in Graph 1 below, in 1996 there were 142,309 students with disabilities, or 13.2%, served under the Individuals with Disabilities Act (IDEA) compared with 154,266, or 13.6% of all students in 1999 (Child Count data on December 1, 1998 for children ages 2-22). There were increases in 10 of 15 disability categories with some categories having greater increases than others, such as Other Health Impairment, Developmental Delay, Learning Disability, Multiple Disabilities, and Mental Retardation.

**Graph 1**  
Number of Students With Disabilities, Ages 2-22

**Number of Students with Disabilities, Ages 2-22, 1995-96 through 1998-99**



*Progress Toward the  
Strategic Directions:*

Performance  
Indicators

## Strategic Direction II: School Completion & Graduation

To facilitate, in cooperation with school divisions, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

- ◆ Graduation means exiting school with a standard or advanced studies diploma.
- ◆ School completion is defined as exiting school with a special diploma, a General Education Development certificate (GED), certificate of completion, or staying in school until the maximum age of eligibility (age 21, inclusive).

**Five-year Performance Goal #1:**  
**Increase the statewide percentage of students with disabilities successfully completing a program and graduating from school resulting in an increase to 75% in 2004.**

## Exit Data School Completion Indicator

Percentage of students with disabilities, ages 14-21+, completing school each year (compared to total exiting school).

### Explanation

This indicator represents the percentage of students with disabilities, ages 14 – 21 (inclusive) completing school each year. This includes students who graduated with a standard or advanced studies diploma, received a certificate for completing a program, received a special diploma, received a General Education Development (GED) certificate, or reached maximum age for provision of special education services. The percentage was obtained by dividing the number of students who graduated and completed by the number of students who graduated, completed and dropped out of school. The source of these data is the annual federal special education exit report.

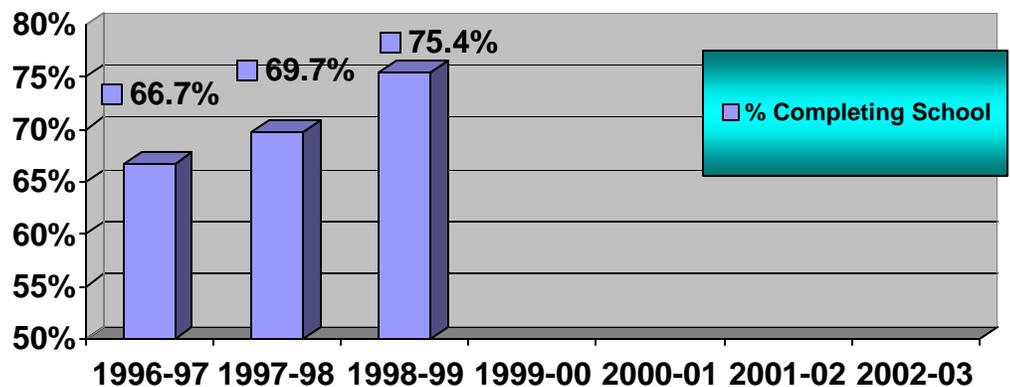
### Comments

In 1996-97, approximately 67 percent, or 4,412, students with disabilities completed high school compared with 70 percent, or 4,915 students, in 1997-98 and 75 percent, or 5,170 students, in 1998-99. The school completion and graduation five-year goal was achieved; however, the Virginia Department of Education will continue to examine these data to see how the state's education reform initiatives affect the school completion and graduation rates as the new graduation requirements become effective.

### Graph 2

Students With Disabilities Completing School

### % Students with Disabilities Completing School



## Exit Data Dropout Indicator

Percentage of students with disabilities, ages 14-21+, exiting school by dropping out each year (compared to total exiting school).

### Explanation

This indicator represents the percentage of students with disabilities, ages 14 – 21+, exiting school by dropping out. This percentage was calculated by dividing the number of students dropping out divided by the number of graduates, completers, and dropouts. The data for these calculations were taken from data reported in the federal special education exit report. Students not included in the calculation of this percentage were those who: returned to regular education, were reported as deceased, moved (known to be continuing education), and moved (not known to be continuing education).

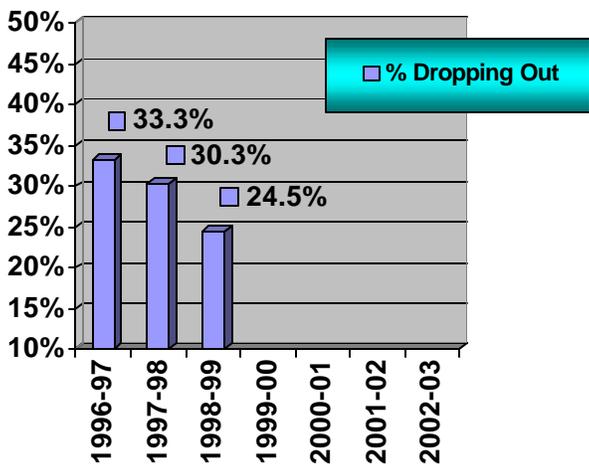
### Comments

In 1996-97, the number exiting by dropping out was 2,201 (33.3%) and the total number exiting school was 6,613; in 1997-98, 6,852 exited and 1,682 (30.3%) dropped out; and in 1998-99, 7,051 exited and 2,136 (24.5%) dropped out.<sup>1</sup>

### Graph 3

Students With Disabilities Dropping Out

% Students with Disabilities Dropping Out (Compared with Total Students with Disabilities Exiting School)



<sup>1</sup> Totals for students reported as dropped out prior to the 1998-99 school year included a status of "unknown." The category of unknown was discontinued beginning in the 1998-99 school year.

## Virginia Department of Education Dropout Data Indicator

Percentage of students with disabilities who leave school by dropping out compared to the percentage of students with disabilities who stay in school in grades 7-12 each year.

### Explanation

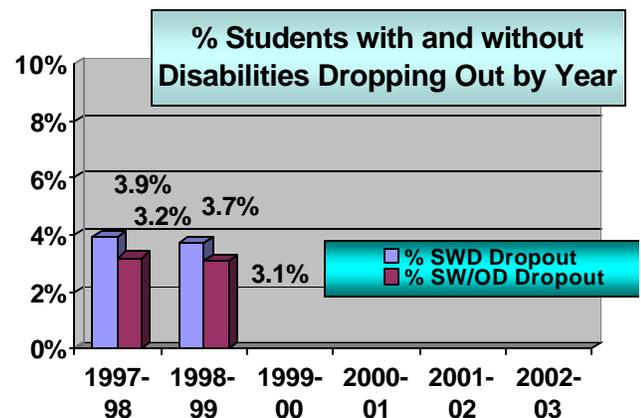
This indicator represents the percentage of students with disabilities who leave school by dropping out compared to the percentage of students with disabilities who stay in school in grades 7-12 each year. This dropout indicator is different than the one above because it compares the number of students with disabilities who stay in school, grades 7-12, to the number of students with disabilities who drop out of school, grades 7-12. It also shows the percentages for students without disabilities. The source of these data is the Virginia Department of Education annual dropout statistics.

### Comments

In 1997-98, the number of students with disabilities in grades 7-12 who dropped out was 2,202, or 3.9% of the 56,004 students with disabilities in grades 7-12 who stayed in school. In 1998-99, the number of students with disabilities dropping out was 2,157, or 3.7% of the 58,496 students with disabilities in grades 7-12 who stayed in school. The difference in dropout rates between students with and without disabilities was less than 1% both years (.7% in 1997-98; and .6% in 1998-99).

### Graph 4

Students With and Without Disabilities Dropping Out



## Exit Data Disaggregated School Completion Indicator

Percentage of students with disabilities who graduate and receive or attain:

- A. Standard or advanced studies diploma;
- B. Special diploma, GED certificate, certificate of completion;
- C. Reached maximum age of eligibility (21, inclusive).

### Explanation

This indicator compares the percentage of students with disabilities who complete school and receive a standard or advanced studies diploma with all students with disabilities who complete school (those who graduate with diplomas, those who complete with special diplomas, GED certificates, certificates of completion, and those who reach maximum age).

It also compares the number of students who receive special diplomas, GED certificates, certificates of completion, and those who reach maximum age, with all students with disabilities who complete school (those who

graduate with diplomas, those who complete with special diplomas, GED certificates, certificates of completion, and those who reach maximum age). The source of these data is the annual federal special education exit report.

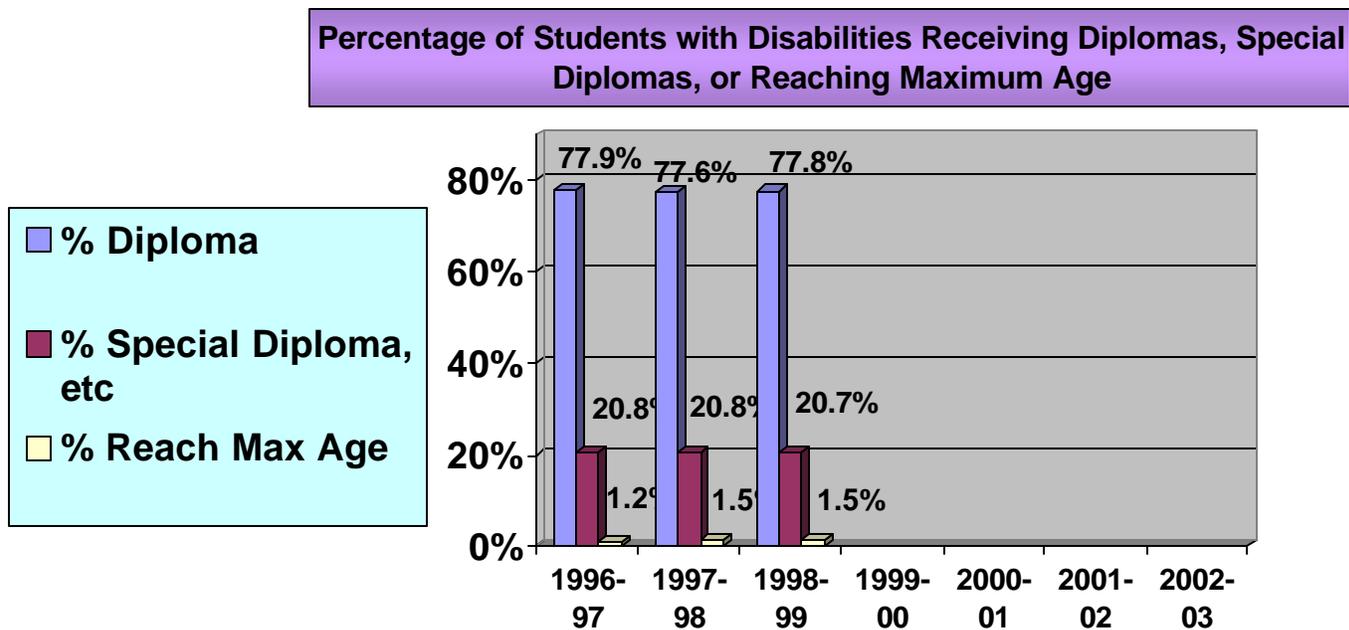
### Comments

In 1996-97, 77.9%, or 3,440 students, received standard or advanced studies diplomas; in 1997-98, it was 77.6%, or 3,818 students; and in 1998-99, it was 77.8% or 4,023 students.

In 1996-97, 20.8%, or 919, students with disabilities who completed school received special diplomas, GED certificates, or certificates of completion; in 1997-98 it was, 20.8%, or 1,025 students; and in 1998-99, it was 20.7%, or 1,069 students.

In 1996-97, 1.2%, or 53 students, completed school by reaching maximum age; in 1997-98, 1.5%, or 72 students reached maximum age; and in 1998-99, 1.5%, or 78 students, completed school by reaching maximum age.

**Graph 5**  
**Students With Disabilities Receiving Diplomas, Special Diplomas, or Reaching Maximum Age**



## Suspension and Expulsion Indicator

The source of these data is the annual federal discipline report. The data represent cases per thousand of school-aged students with disabilities and cases per thousand of school-aged students without disabilities who are long-term suspended and expelled:

### A. Long-Term Suspended

#### Explanation

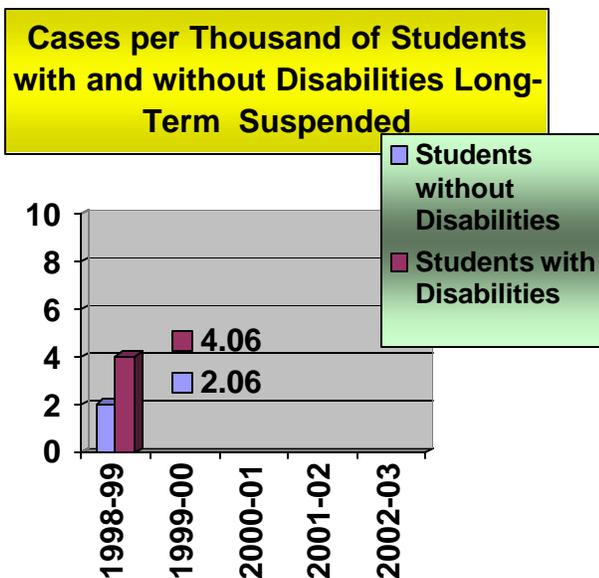
This indicator compares the rates of long-term suspension for students with and without disabilities. Under federal and state regulations, students with disabilities whose misconduct is not related to their disability can be considered for long-term suspensions. It shows the number of suspension cases per one thousand students for each category.

#### Comments

For 1998-99, instances of long-term suspension for students with disabilities is 2 cases per thousand more than instances of long-term suspension for students without disabilities (2.06 cases per thousand for students without disabilities, and 4.06 cases per thousand for students with disabilities).

### Graph 6

Students With and Without Disabilities Long-Term Suspended



### B. Expelled

#### Explanation

The expulsion indicator compares the rates of expulsion for students with and without disabilities. Under federal and state regulations, students with disabilities whose misconduct is not related to their disability can be considered for expulsion.

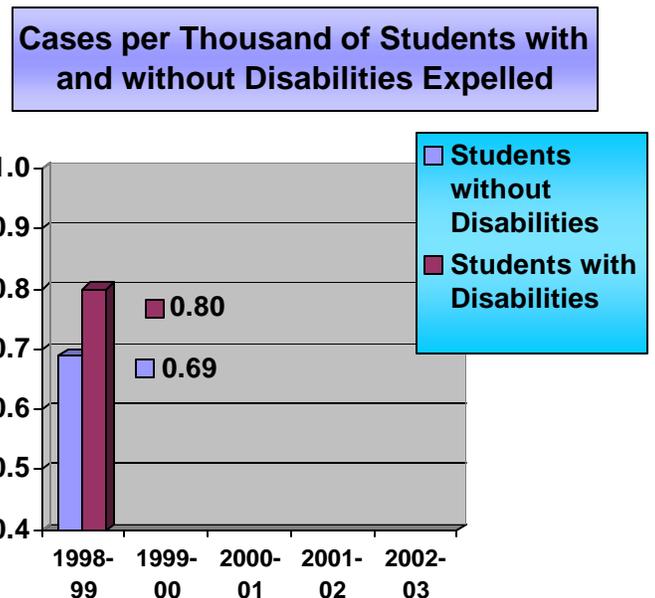
#### Comments

The difference in the expulsion rates for students with and without disabilities is much less than the difference between the long-term suspension rates. In 1998-99, the difference between students with and without disabilities expelled is only .11 cases per thousand (0.69 cases per thousand for students without disabilities, and 0.80 cases per thousand for students with disabilities).

Under federal and state regulations, students with disabilities who are long-term suspended or expelled must continue to receive special education services.

### Graph 7

Students With and Without Disabilities Expelled



## Attendance Indicator

Attendance data will be reported in the future. Refer to the appendix for more information.

## Standards of Learning Assessments Indicator

Participation and proficiency levels of students with disabilities on the Standards of Learning (SOL) assessments, whose IEPs document participation on one or more of the Virginia SOL tests.

This indicator has two parts, participation and proficiency levels of students with disabilities, whose IEPs document participation on one or more of the Virginia SOL tests,<sup>2</sup> on the Standards of Learning (SOL) assessments. Overall student participation and proficiency for each school can be found in Virginia's School Report Cards on the Virginia Department of Education's Web site, [www.pen.k12.va.us](http://www.pen.k12.va.us) under Data & Publications. The 1997-98 data in this report reflect the spring SOL assessment administration, which was the only SOL administration that school year. The 1998-99 data reflect Fall 1998 and Spring 1999 SOL administrations. The source of these data is the Virginia Department of Education's Office of Assessment and Reporting.

### A. Participation

#### Explanation

Participation percentage equals the total number of tests taken by students with disabilities divided by the total number of tests taken by students with disabilities plus the number of tests from which students with disabilities were exempted in grades 3, 5, and 8. For end-of-course (EOC) assessments there is a separate graph showing SOL test participation by year.

<sup>2</sup> Data about results of the computer/technology assessments in grades 5 and 8 are not included in the SOL indicator because results are not part of the state accountability system.

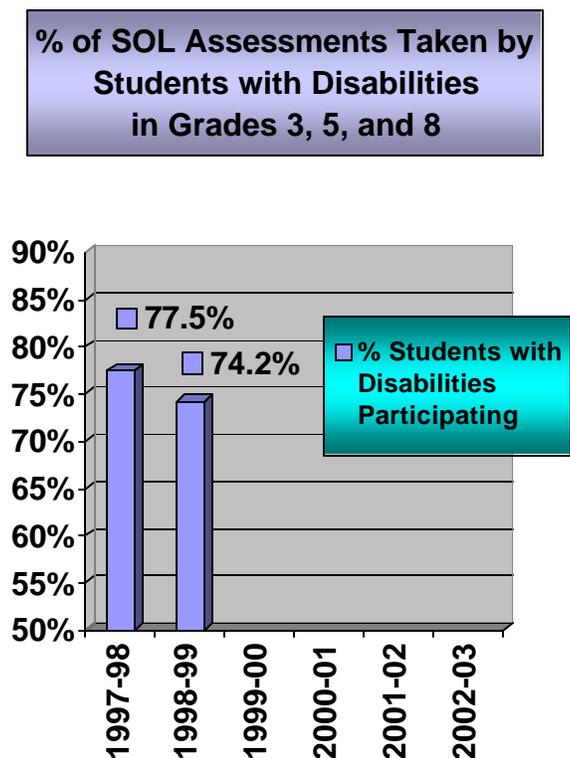
## Comments

The total number of assessments taken and tests exempted from in grades 3, 5, and 8 in 1997-98 was 145,391 (the number of assessments taken is the number of students with disabilities who participated in the grade 3 English assessment, plus the number for grade 3 math, plus the number for grade 3 history, plus the number for grade 3 science, plus the same for grades 5 and 8<sup>3</sup>). The total number of assessments taken in grades 3, 5, and 8 in 1997-98 was 112,728 (77.5%) and the total tests exempted from was 32,663. In 1998-99, the total number of assessments taken and tests exempted from was 167,680. The number of assessments taken was 124,466 (74.2%), and the total tests exempted from was 43,214.

The overall participation rate in SOL assessments for students with disabilities in grades 3, 5, and 8 decreased by 3.3 percentage points from 1998 to 1999. A further breakdown of participation is shown in the Table 1 below.

## Graph 8

SOL Assessments Taken by Students With Disabilities Compared with Tests Taken and Tests Exempted From



<sup>3</sup> The total number of assessments taken and tests exempted from does not equal the number of students with disabilities in these grade levels. Also, not included in the assessments taken and exempted from were students who were assigned an ungraded status. There will be no ungraded designation in the future.

**Table 1**

**Participation Rates In SOL Assessments For Students With Disabilities For Core Content Areas By Grade Level (3, 5, And 8) And Year**

Content	Grade 3				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	# tested	% tested										
<b>English RLR</b>	7,457	76%	7,669	89%	8,644	77%	8,538	*71%	7,837	77%	8,451	*73%
<b>English Writing</b>					8,258	78%	7,903		7,588	77%	8,002	
<b>Math</b>	7,695	77%	8,098	74%	8,792	79%	8,780	73%	7,979	78%	8,532	73%
<b>History</b>	7,703	78%	8,106	74%	8,798	79%	13,766	75%	7,764	77%	11,209	75%
<b>Science</b>	7,683	77%	8,111	75%	8,796	79%	8,919	74%	7,734	77%	8,382	72%

\*Participation percentage combines results for English Reading and Literature/Research (RLR) and Writing.

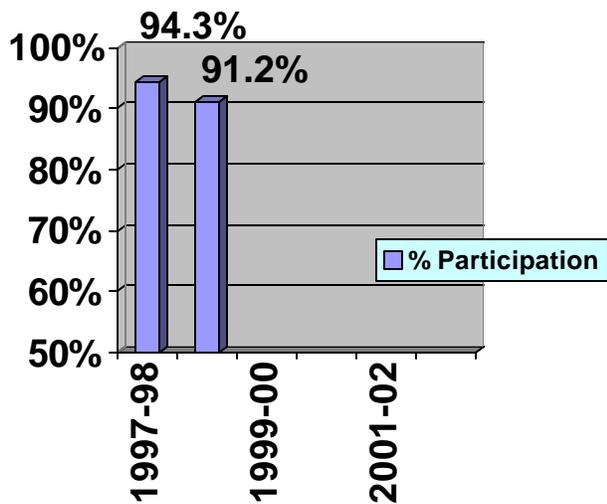
#### Comments

The participation percentage increased in Grade 3 English. For other SOL assessments in grades 3, 5, and 8, the participation rate for students with disabilities decreased.

**Graph 9**

**SOL Assessments Taken Compared with Tests Taken and Tests Exempted From for Students With Disabilities at End-of-Course**

**% of SOL Assessments Taken for Students with Disabilities at End-of-Course**



**Comments**

Overall, the rate of participation in SOL end-of-course (EOC) assessments for students with disabilities decreased 3.1 percentage points from 1998 to 1999. The rate of participation for students with disabilities in grades 3, 5, and 8 is not directly comparable to participation in EOC assessments; students with disabilities are counted as being exempted from testing only if they are enrolled in an EOC course and their IEP team exempted them from the EOC assessment. Therefore, the overall participation percentage is higher for EOC SOL assessments than in grades 3, 5, and 8. Refer to the table below for a further breakdown of end-of-course SOL test participation.

**Table 2**

**Participation Rates In SOL Assessments For Students With Disabilities For Core Content Areas By Grade Level (EOC) and Year**

EOC Content	Core Area Content	YEAR			
		1997-98		1998-99	
		# tested	% tested	# tested	% tested
Writing	<b>English</b>	7,213	90%	8,190	87%
RLR					
Algebra I	<b>Math</b>	6,736	99%	8,302	96%
Geometry					
Algebra II					
US History	<b>History</b>	8,252	94%	11,646	91%
W. Hist I					
W. Hist II					
Earth Sci.	<b>Science</b>	11,008	95%	13,810	92%
Biology					
Chemistry					

## B. Proficiency

### Explanation

Proficiency is indicated by the number of students with disabilities who pass SOL assessments divided by the number of students with disabilities who participate in SOL assessments for each subject area and grade level. Graph 10 shows grades 3, 5, and 8, and Graph 11 shows results for end-of-course assessments and a comparison between students with and without disabilities.

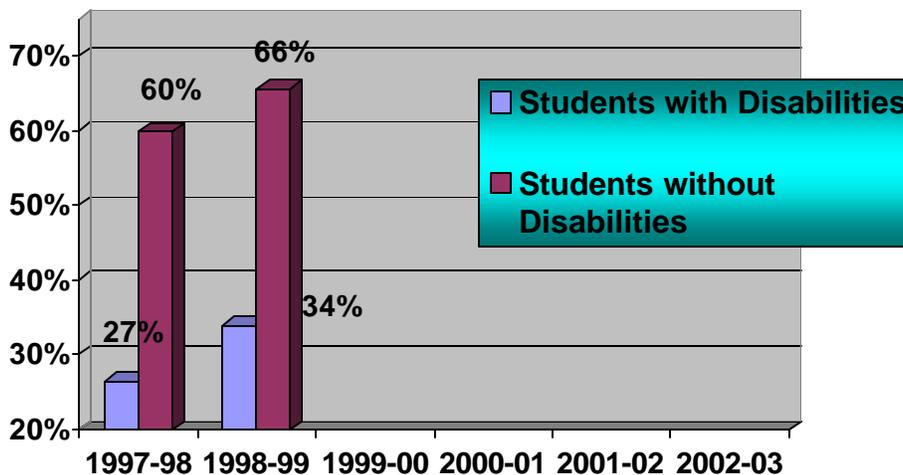
### Comments

Overall, students with disabilities who participated in SOL assessments in grades 3, 5, and 8 performed better in 1999 than in 1998, reflecting a gain of seven percentage points, which is commensurate with improvement of students without disabilities (an increase of six percentage points). However, the number of SOL assessments passed by students with disabilities was less than the number passed by students without disabilities. In 1997-98 there was a 33 percentage point difference between students with (27% passed) and without (60% passed) disabilities; and in 1998-99 there was a 32 percentage point difference between the two groups (34% with disabilities passed, 66% without disabilities passed). The table below shows a breakdown of results for test content area by grade level and year.

### Graph 10

SOL Assessments Passed by Students With and Without Disabilities in Grades 3, 5, and 8

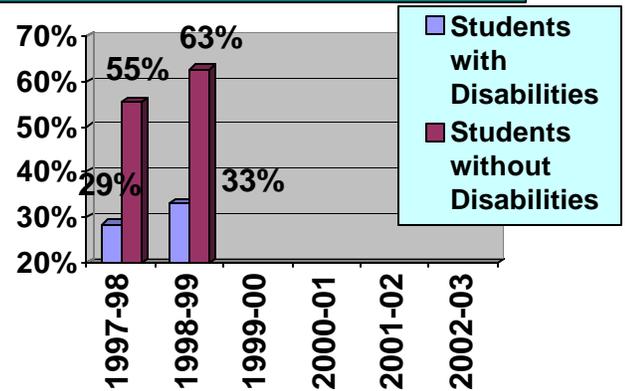
**% of SOL Assessments Passed by Students with and without Disabilities in Grades 3, 5, and 8**



### Comments

The percentage passing end-of-course assessments in 1998-99 was greater than in 1997-98. A total of 9,475, or 29% of tests taken by students with disabilities received passing scores in 1997-98, and a total of 13,789, or 33% of tests taken by students with disabilities received passing scores in 1998-99. Students with disabilities who participated in SOL end-of-course assessments performed better in 1999 than in 1998, reflecting an increase of four percentage points compared to improvement of students without disabilities which was eight percentage points.

**% of End-of-Course SOL Assessments Passed by Students with and without Disabilities**



### Graph 11

End-of-Course SOL Assessments Passed by Students With and Without Disabilities

**Table 3**

**Percentage Of Students With Disabilities (SWD) And Students Without Disabilities (SW/OD) In Grades 3, 5, And 8 Passing SOL Assessments For Content Area By Grade Level And Year**

Content	Grade 3*							
	1998				1999			
	SWD		SW/OD		SWD		SW/OD	
	# pass	% pass	# pass	% pass	# pass	% pass	# pass	% pass
<b>Writing</b>	1,921	26%	43,906	58%	2,516	33%	49,774	64%
<b>RLR</b>								
<b>Math</b>	2,687	35%	50,611	66%	3,469	43%	54,638	71%
<b>History</b>	2,045	27%	38,992	51%	3,375	42%	50,072	65%
<b>Science</b>	3,280	43%	49,541	65%	4,266	53%	54,255	70%

*\*English Writing and RLR assessments are combined in Grade 3*

**Table 4**

**Percentage of Students With Disabilities (SWD) and Students Without Disabilities (SW/OD) in Grade 5, Passing SOL Assessments for Content Area by Grade Level and Year**

Content	Grade 5							
	1998				1999			
	SWD		SW/OD		SWD		SW/OD	
	# pass	% pass	# pass	% pass	# pass	% pass	# pass	% pass
<b>Writing</b>	2,014	24%	49,633	69%	3,585	45%	60,435	85%
<b>RLR</b>	2,981	34%	51,675	72%	3,368	39%	51,967	73%
<b>Math</b>	1,541	18%	35,799	50%	1,928	22%	38,447	54%
<b>History</b>	1,240	14%	25,005	35%	3,212	23%	54,378	49%
<b>Science</b>	2,871	33%	44,563	63%	3,992	45%	49,483	70%

**Table 5**

**Percentage of Students With Disabilities (SWD) and Students Without Disabilities (SW/OD) in Grade 8, Passing SOL Assessments for Content Area by Grade Level and Year**

Content	Grade 8							
	1998				1999			
	SWD		SW/OD		SWD		SW/OD	
	# pass	% pass	# pass	% pass	# pass	% pass	# pass	% pass
<b>Writing</b>	1,818	24%	50,920	72%	2,160	27%	53,329	75%
<b>RLR</b>	2,031	26%	48,852	69%	2,470	29%	50,671	71%
<b>Math</b>	1,439	18%	43,884	56%	2,063	24%	48,961	65%
<b>History</b>	1,032	13%	26,646	38%	1,846	16%	40,781	43%
<b>Science</b>	2,994	39%	52,847	75%	4,174	50%	58,090	81%

**Comments**

Generally, students with disabilities performed better on the SOL assessments in 1998-99 than in 1997-98. The largest percentage gains were seen in Grade 5 Writing (24% to 45%), Grade 3 History (27% to 42%), and Grade 5 Science (33% to 45%).

**Table 6**

**Number And Percent Of End-Of-Course Assessments Passed By Students With (SWD) And Without (SW/OD) Disabilities By Year**

EOC Content	1997-98				1998-99			
	SWD		SW/OD		SWD		SW/OD	
	# pass	% pass	# pass	% pass	# pass	% pass	# pass	% pass
<b>Writing</b>	963	27%	40,621	74%	1,388	35%	50,114	80%
<b>RLR</b>	1,277	36%	40,230	74%	1,517	36%	46,983	76%
<b>Algebra I</b>	699	18%	28,033	41%	1,187	26%	41,486	56%
<b>Geometry</b>	639	34%	26,226	53%	968	40%	35,036	61%
<b>Algebra II</b>	198	18%	12,899	31%	430	33%	23,954	50%
<b>US History</b>	446	12%	17,485	31%	560	12%	20,415	32%
<b>W. Hist I</b>	889	30%	20,138	65%	1,526	35%	31,399	69%
<b>W. Hist II</b>	345	20%	10,669	43%	542	21%	16,512	47%
<b>Earth Sci.</b>	1,338	31%	31,805	60%	2,067	37%	40,977	65%
<b>Biology</b>	2,252	44%	47,247	75%	2,909	52%	57,077	82%
<b>Chemistry</b>	429	27%	23,024	55%	675	29%	29,386	64%

**Table Notes:**

EOC refers to End of Course tests taken in grades 8-12. RLR is Reading and Literature/Research. W. Hist. I refers to World History to 1000 AD/World Geography, and W. Hist. II is World History from 1000 AD/World Geography.

The tables below (Tables 7 – 22) show a further breakdown of results by disability.

**Table 7**

**Number And Percent Passing SOL Assessments By Disability For English, Reading, Literature/Research By Grade Level And Year<sup>4</sup>**

Disability	Grade 3*				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
Mental Retardation	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Orthopedic Impairment	12	46%	15	45%	NR	NR	15	65%	11	48%	12	43%
Visual Impairment	11	31%	NR	NR	18	47%	13	50%	20	51%	23	55%
Hearing Impairment	18	18%	19	16%	22	24%	23	23%	27	42%	23	26%
Learning Disability	774	19%	946	25%	1,703	31%	1,873	36%	1,213	23%	1,516	27%
Serious Emotional Disturbance	86	20%	126	30%	232	33%	212	33%	226	25%	256	27%
Speech and Language Impairment	785	44%	1,011	54%	564	55%	658	59%	160	52%	158	50%
Other Health Impairment	119	22%	174	26%	182	29%	289	36%	138	29%	197	29%
Physical Disability	NR	NR	NR	NR	11	48%	11	55%	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR	11	22%	NR	NR	14	29%	NR	NR
Autism	NR	NR	11	33%	NR	NR	NR	NR	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Section 504	87	35%	153	48%	202	62%	246	63%	195	59%	247	60%
Developmentally Delayed**	NR	NR	26	14%	NR	NR	NR	NR	NR	NR	NR	NR

\*For Grade 3 - English, Reading/Literature/Research (RLR), and Writing are combined.

\*\*Developmentally Delayed is a viable classification through age 8 and in some cases age 9.

NR = Not Reported. Cells with numbers less than 11 and corresponding percentages are not reported to protect confidentiality. Section 504 refers to students with disabilities who are identified and provided an individual plan under Section 504 of the Rehabilitation Act.

<sup>4</sup> Physical Disability and Orthopedic Impairment will be combined into one category (Orthopedic Impairment) in the future.

**Table 8**

Number and Percent Passing SOL Assessments by Disability for English Writing by Grade Level and Year

Disability	Grade 3*				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
Mental Retardation					NR	NR	NR	NR	NR	NR	NR	NR
Severe and Profound					NR	NR	NR	NR	NR	NR	NR	NR
Multiple Disabilities					NR	NR	NR	NR	NR	NR	NR	NR
Orthopedic Impairment					NR	NR	25	71%	NR	NR	15	45%
Visual Impairment					NR	NR	NR	NR	15	47%	23	56%
Hearing Impairment					18	20%	44	47%	19	32%	20	24%
Learning Disability					1,055	20%	2,204	43%	1,073	20%	1,282	24%
Serious Emotional Disturbance					116	17%	219	35%	198	23%	254	28%
Speech and Language Impairment					518	53%	438	65%	154	56%	63	42%
Other Health Impairment					133	22%	345	44%	134	31%	204	32%
Physical Disability					11	50%	NR	NR	NR	NR	NR	NR
Deafness and Blindness					NR	NR	NR	NR	NR	NR	NR	NR
Autism					NR	NR	NR	NR	NR	NR	NR	NR
Traumatic Brain Injury					NR	NR	NR	NR	NR	NR	NR	NR
Section 504					132	51%	255	73%	186	61%	263	66%
Developmentally Delayed					NR	NR	NR	NR	NR	NR	NR	NR

\*For Grade 3 -English/Writing is combined with Reading/Literature/Research in the table above.

**Table 9**

Number and Percent Passing SOL Assessments by Disability for Mathematics\* by Grade Level and Year

Disability	Grade 3				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
Mental Retardation	NR	NR										
Severe and Profound	NR	NR										
Multiple Disabilities	NR	NR										
Orthopedic Impairment	12	46%	14	42%	NR	NR	NR	NR	NR	NR	NR	NR
Visual Impairment	12	34%	12	55%	NR	NR	NR	NR	19	46%	20	47%
Hearing Impairment	41	37%	29	21%	13	14%	19	18%	22	33%	24	27%
Learning Disability	1,210	29%	1,591	38%	810	14%	971	18%	839	15%	1,282	22%
Serious Emotional Disturbance	112	25%	152	36%	64	9%	88	14%	124	14%	162	18%
Speech and Language Impairment	1,004	56%	1,192	64%	404	39%	510	46%	149	47%	163	50%
Other Health Impairment	150	27%	227	32%	83	13%	138	17%	98	20%	138	20%
Physical Disability	NR	NR										
Deafness and Blindness	11	28%	NR	NR								
Autism	NR	NR	14	39%	NR	NR	NR	NR	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR										
Section 504	105	42%	170	53%	131	40%	161	41%	156	44%	237	56%
Developmentally Delayed	NR	NR	40	21%	NR	NR	NR	NR	NR	NR	NR	NR

\*Separate tables follow for end-of-course mathematics assessments.

**Table 10**

Number and Percent Passing SOL Assessments by Disability for History\* by Grade Level and Year

Disability	Grade 3				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
Mental Retardation	NR	NR										
Severe and Profound	NR	NR										
Multiple Disabilities	NR	NR										
Orthopedic Impairment	13	50%	14	41%	NR	NR	15	32%	NR	NR	12	31%
Visual Impairment	16	46%	NR	NR	NR	NR	24	48%	14	36%	23	43%
Hearing Impairment	18	16%	31	23%	NR	NR	36	21%	11	17%	14	14%
Learning Disability	900	22%	1,570	37%	656	12%	1,677	20%	596	11%	1,080	14%
Serious Emotional Disturbance	80	18%	133	32%	62	9%	156	16%	101	11%	164	14%
Speech and Language Impairment	795	45%	1,137	61%	293	28%	793	42%	98	32%	163	34%
Other Health Impairment	107	19%	238	34%	70	11%	260	20%	76	16%	156	17%
Physical Disability	NR	NR	14	58%	NR	NR	NR	NR	NR	NR	NR	NR
Deafness and Blindness	NR	NR										
Autism	NR	NR										
Traumatic Brain Injury	NR	NR										
Section 504	83	34%	167	52%	113	34%	212	38%	108	33%	209	41%
Developmentally Delayed	NR	NR										

\*Separate tables follow for end-of-course history/geography assessments.

**Table 11**

Number and Percent Passing SOL Assessments by Disability for Science\* by Grade Level and Year

Disability	Grade 3				Grade 5				Grade 8			
	1997-98		1998-99		1997-98		1998-99		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%
Mental Retardation	NR	NR										
Severe and Profound	NR	NR										
Multiple Disabilities	13	30%	14	38%	NR	NR	NR	NR	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	17	50%	NR	NR	NR	NR	12	52%	15	56%
Visual Impairment	16	46%	NR	NR	19	49%	16	62%	21	58%	32	76%
Hearing Impairment	34	32%	30	22%	19	20%	31	30%	22	33%	41	46%
Learning Disability	1,682	40%	2,215	53%	1,728	31%	2,374	43%	1,976	37%	2,785	49%
Serious Emotional Disturbance	157	35%	190	45%	191	27%	249	37%	303	34%	407	44%
Speech and Language Impairment	998	56%	1,179	63%	506	49%	659	60%	180	58%	196	61%
Other Health Impairment	202	36%	315	45%	170	27%	362	43%	211	45%	317	49%
Physical Disability	NR	NR	12	50%	NR	NR	11	52%	NR	NR	NR	NR
Deafness and Blindness	15	39%	NR	NR	NR	NR	NR	NR	NR	NR	16	35%
Autism	NR	NR	13	38%	NR	NR	NR	NR	NR	NR	13	76%
Traumatic Brain Injury	NR	NR										
Section 504	119	49%	198	61%	195	59%	247	63%	230	69%	321	78%
Developmentally Delayed	NR	NR	57	29%	NR	NR	NR	NR	NR	NR	NR	NR

\*Separate tables follow for EOC science assessments.

**Table 12**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Reading, Literature / Research by Grade Level and Year

Disability	ENGLISH RLR			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	12	52%	15	68%
Hearing Impairment	11	25%	21	47%
Learning Disability	818	31%	972	31%
Serious Emotional Disturbance	150	38%	168	42%
Speech and Language Impairment	57	72%	51	65%
Other Health Impairment	85	51%	102	44%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	109	70%	152	69%

**Table 13**

Number and Percent Passing SOL Assessments by Disability for End-of-Course English Writing by Grade Level and Year

Disability	ENGLISH WRITING			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	13	14%
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	13	68%
Visual Impairment	NR	NR	15	65%
Hearing Impairment	12	27%	22	52%
Learning Disability	587	22%	889	31%
Serious Emotional Disturbance	132	34%	184	44%
Speech and Language Impairment	55	70%	16	46%
Other Health Impairment	82	47%	109	48%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	69	58%	114	72%

**Table 14**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Algebra I by Grade Level and Year

Disability	ALGEBRA I			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	NR	NR	14	45%
Hearing Impairment	NR	NR	18	36%
Learning Disability	433	16%	769	24%
Serious Emotional Disturbance	57	16%	80	18%
Speech and Language Impairment	91	48%	96	58%
Other Health Impairment	33	17%	78	28%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	53	38%	115	50%

**Table 15**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Geometry by Grade Level and Year

Disability	GEOMETRY			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	11	55%	13	59%
Hearing Impairment	NR	NR	12	39%
Learning Disability	403	30%	608	35%
Serious Emotional Disturbance	41	29%	81	45%
Speech and Language Impairment	60	61%	56	58%
Other Health Impairment	37	36%	55	41%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	65	56%	130	68%

**Table 16**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Algebra II by Grade Level and Year

Disability	EOC ALGEBRA II			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	NR	NR	NR	NR
Hearing Impairment	NR	NR	NR	NR
Learning Disability	112	15%	246	27%
Serious Emotional Disturbance	14	22%	29	45%
Speech and Language Impairment	22	32%	34	58%
Other Health Impairment	NR	NR	28	38%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	29	30%	64	44%

**Table 17**

Number and Percent Passing SOL Assessments by Disability for End-of-Course US History by Grade Level and Year

Disability	U. S. HISTORY			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	NR	NR	NR	NR
Hearing Impairment	NR	NR	NR	NR
Learning Disability	267	10%	327	10%
Serious Emotional Disturbance	55	13%	66	15%
Speech and Language Impairment	27	30%	27	26%
Other Health Impairment	30	18%	30	12%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	42	29%	81	36%

**Table 18**

Number and Percent Passing SOL Assessments by Disability for End-of-Course World History to 1000 A.D. / World Geography by Grade Level and Year

Disability	WORLD HISTORY to 1000 A.D./ WORLD GEOGRAPHY			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	11	79%
Visual Impairment	NR	NR	12	86%
Hearing Impairment	NR	NR	15	38%
Learning Disability	601	28%	987	32%
Serious Emotional Disturbance	73	23%	161	33%
Speech and Language Impairment	88	60%	93	59%
Other Health Impairment	41	31%	92	36%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	56	64%	128	67%

**Table 19**

Number and Percent Passing SOL Assessments by Disability for End-of-Course World History from 1000 A.D. / World Geography by Grade Level and Year

**EOC WORLD HISTORY FROM 1000 A.D./WORLD GEOGRAPHY**

Disability	WORLD HISTORY from 1000 A.D./WORLD GEOGRAPHY 2			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	NR	NR	NR	NR
Hearing Impairment	NR	NR	NR	NR
Learning Disability	205	17%	330	18%
Serious Emotional Disturbance	40	19%	53	16%
Speech and Language Impairment	23	55%	40	44%
Other Health Impairment	22	23%	38	23%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	37	50%	57	61%

**Table 20**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Earth Science by Grade Level and Year

Disability	EARTH SCIENCE			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	12	34%
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	14	36%	18	50%
Hearing Impairment	NR	NR	12	33%
Learning Disability	904	29%	1,388	35%
Serious Emotional Disturbance	163	32%	217	35%
Speech and Language Impairment	52	50%	52	53%
Other Health Impairment	114	46%	189	45%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	60	52%	150	69%

**Table 21**

Number and Percent Passing SOL Assessments by Disability for End-of-Course Biology by Grade Level and Year

Disability	BIOLOGY			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	11	55%
Visual Impairment	13	59%	29	73%
Hearing Impairment	28	50%	25	48%
Learning Disability	1,574	42%	2,001	48%
Serious Emotional Disturbance	242	47%	320	50%
Speech and Language Impairment	109	57%	114	71%
Other Health Impairment	110	53%	191	56%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	141	77%	180	82%

**Table 22**

Number and Percent Passing SOL Assessments by Disability for End-of-Chemistry by Grade Level and Year

Disability	CHEMISTRY			
	1997-98		1998-99	
	#	%	#	%
Mental Retardation	NR	NR	NR	NR
Severe and Profound	NR	NR	NR	NR
Multiple Disabilities	NR	NR	NR	NR
Orthopedic Impairment	NR	NR	NR	NR
Visual Impairment	NR	NR	NR	NR
Hearing Impairment	NR	NR	11	33%
Learning Disability	242	22%	408	23%
Serious Emotional Disturbance	33	21%	58	27%
Speech and Language Impairment	53	50%	39	42%
Other Health Impairment	25	51%	35	49%
Physical Disability	NR	NR	NR	NR
Deafness and Blindness	NR	NR	NR	NR
Autism	NR	NR	NR	NR
Traumatic Brain Injury	NR	NR	NR	NR
Section 504	49	55%	101	63%

## Alternate Assessment Indicator

Alternate Assessment data will be reported in the future. Refer to the appendix for more information.

## Least Restrictive Environment Ages Birth-2 Indicator

Comparison of least restrictive environment settings for infants and toddlers with disabilities (ages birth-2):

- A. Percentage of infants and toddlers with disabilities (ages birth-2) who receive some or all of early intervention services in settings primarily designed for typically developing children (home, nursery, child care centers).
- B. Percentage of infants and toddlers with disabilities (ages birth-2) who receive all of early intervention services in settings primarily designed for children with developmental delays (includes hospital, service provider location, etc.).

### Explanation

This indicator compares the number of infants and toddlers with disabilities who receive early intervention services in settings for typically developing children versus settings designed for children with developmental delays. The data were collected by the Babies Can't Wait data collection project through the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (DMHMRSAS) for Virginia's Part C early intervention system. The setting categories for a typical setting are Family Day Care, Home, and Regular Nursery School/Day Care Center. The settings for developmentally delayed children include Early Intervention Classroom / Center, Hospital (Inpatient), Outpatient Service Facility, Residential, and Other Setting.

### Comments

These data indicate that in 1996-97 there was a small difference between the number of children who received services in typical settings (51%) versus specialized settings (49%). In 1997-98 a greater percentage of children received services in typical settings (56%) versus specialized settings (44%). An increase is seen in service provision in typical settings while a decrease is noted in more restrictive settings.

## Least Restrictive Environment Ages 2-5 Indicator

Data for 2-5 year olds receiving special education will be reported in the future. Refer to the appendix for more information.

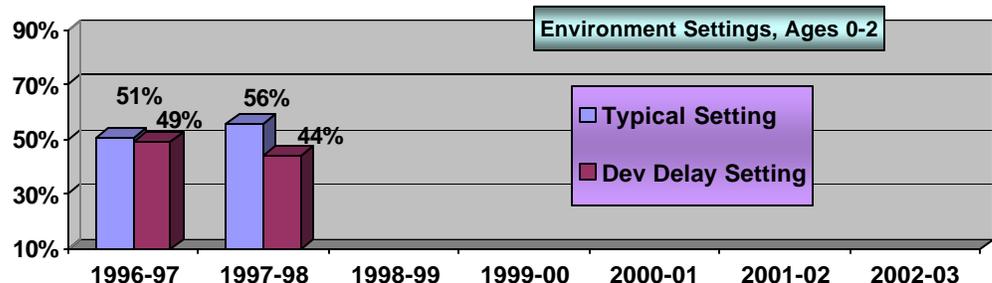
## Least Restrictive Environment Ages 6-21 Indicator

Data for 6-21 year olds receiving special education will be reported in the future. Refer to the appendix for more information.

## Post-Secondary Indicator

Post-secondary data will be reported in the future. Refer to the appendix for more information

**Graph 12**  
Environment Settings, Ages 0-2



## Transition from Early Intervention to Special Education Indicator

Comparison of pre-school and early intervention efforts:

- A. Number of toddlers who are found eligible for Part B special education services.
- B. Number of toddlers from early intervention services who are determined not eligible for Part B special education services.

### Explanation

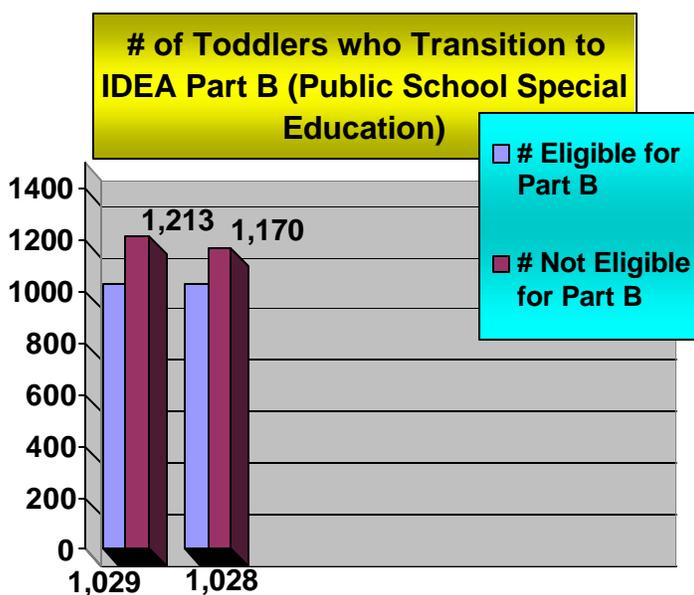
These data were collected by the Babies Can't Wait data collection project through the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (DMHMRSAS), Virginia's lead agency for Part C early intervention services.

### Comments

In 1996-97, 45.9% (1,029 eligible and 1,213 not eligible) of toddlers receiving early intervention services were found eligible for Part B special education. In 1997-98, this percentage was 46.8% (1,028 eligible and 1,170 not eligible).

### Graph 13

Toddlers Who Transition to IDEA Part B



## Secondary Vocational Education Indicator

Number and percent of students from special populations that includes students with disabilities who attain Virginia's adjusted level of performance of vocational competencies in a vocational completion program compared to students without disabilities.

### Explanation

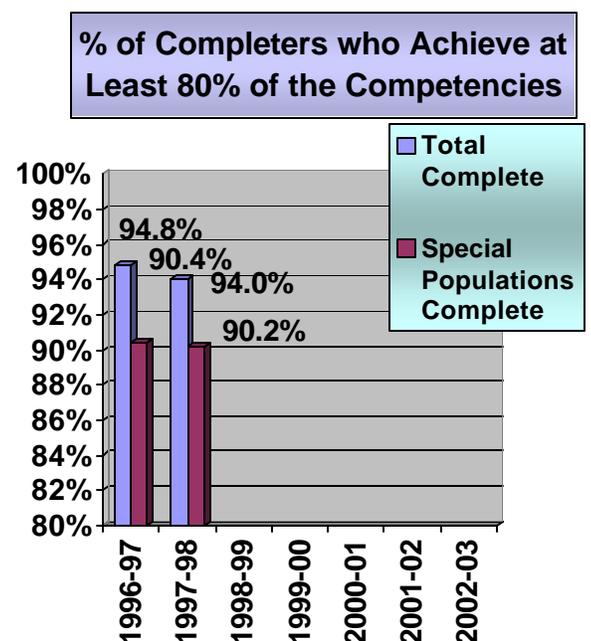
This indicator addresses all special population students who have been identified in the Carl D. Perkins Vocational and Technical Act of 1998 (Perkins III) as: Limited English Speaking, Economic Disadvantage, Disabled, Displaced Homemaker, and Single Parent. These data come from Measure 3 of the Core Standards and Measures which have been included in Virginia's Vocational State Plan for Perkins III.

### Comments

In 1996-97, a difference of 4.4 percent is seen between Total Completers (94.8%) and Special Population Completers (90.4%) who achieved at least 80% of the competencies. In 1997-98, a difference of 3.8 percent is evident (Total Completers 94%, and Special Populations Completers 90.2%).

### Graph 14

Vocational Completers Who Achieve at Least 80% of the Competencies



## Strategic Direction II: Personnel Development

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

### **Five-year Performance Goal #2: Promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.**

Although the Virginia Department of Education recognizes personnel with a special education conditional license and those who are in the process of attaining the highest level required (interpreters who do not have Level III of the Quality Assurance Screening, or speech-language pathologists who do not hold a masters degree), for purposes of this report, qualified personnel are defined as those persons holding a professional license issued by the Virginia Board of Education with endorsement in the area to which they are assigned, holding a current license from another Virginia licensure board in the area to which they are assigned, or holding other credentials required for the position to which they are assigned.

## **Personnel Qualified Indicator**

Number of personnel employed or contracted to provide special education and related services who are qualified for the position assigned.

### **Explanation**

This indicator represents the number of personnel assigned to a position who hold full endorsement in that assignment. These data are compiled from the Special Education Personnel Employed Report submitted by LEAs to the Virginia Department of Education. The interpreter data are reported from a survey to all LEAs.

## Personnel Not Qualified Indicator

Number of personnel employed or contracted to provide special education and related services who do not hold full endorsement for the position assigned.

### Explanation

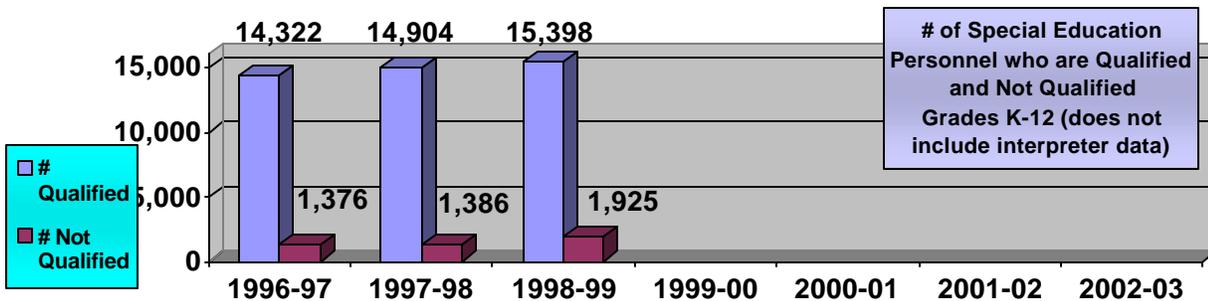
This indicator represents the number of personnel assigned to a position who do not currently hold full endorsement in that assignment including; personnel with a special education conditional license, long-term substitutes, or those who have not received the highest level required (interpreters who do not have Level III of the Quality Assurance Screening, or speech-language pathologists who do not hold a masters degree). These data are compiled for the federal special education personnel employed report submitted by LEAs. The interpreter data, reported from a survey of all LEAs, are reported separately from the other personnel.

### Comments

In 1997-98, 14,904 personnel held full endorsement compared to 15,398 personnel in 1998-99, evidencing an increase of 494 positions. In 1997-98, 1,386 personnel did not have full endorsement compared to 1,925 personnel in 1998-99, evidencing an increase of 539. See Tables 23-25 for a breakdown of 1998-99 personnel qualified and not qualified.

The 1999-2000 Teacher Supply and Demand in Virginia survey data, reported by 126 (94%) school divisions, indicated that seven of the top ten areas of severe shortage of qualified personnel were in endorsement areas for students with disabilities. These endorsement areas, in order of most severe shortage, were: emotional disturbance, severe and profound disability (severe disabilities), speech-language impairment, hearing impairment, learning disability, mental retardation, and visual impairment.

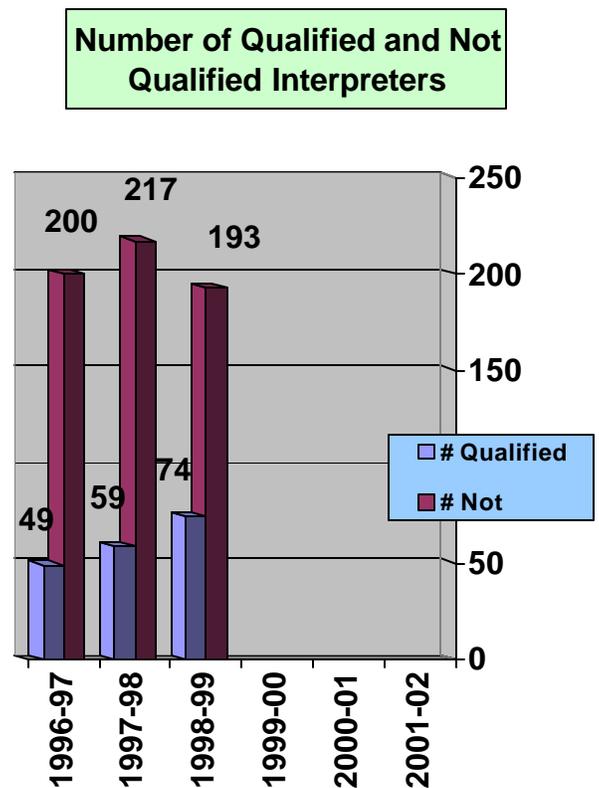
**Graph 15**  
Special Education Personnel who are Qualified and Not Qualified in Grades K-12



### Comments

The number of qualified interpreters (excluding persons who meet the minimum requirements and have three years to reach the full qualification requirements) has increased each year (49 were qualified in 1996-97; 59 in 1997-98; and 74 in 1998-99). While the number of interpreters who are not qualified decreased, it remains higher than those who are fully qualified (200 not qualified in 1996-97; 217 not qualified in 1997-98; and 193 not qualified in 1998-99).

**Graph 16**  
Number of Qualified and Not Qualified Interpreters



**Table 23**

**1998-99 Data About Personnel Qualified and Not Qualified:  
Special Education Teachers for Children With Disabilities, Ages 2-5**

<b>Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 2-5 1998-1999 School Year</b>			
<b>SPECIAL EDUCATION TEACHERS</b>	<b>EMPLOYED QUALIFIED</b>	<b>EMPLOYED NOT QUALIFIED</b>	<b>TOTAL EMPLOYED</b>
<b>Total</b>	1,216	244	1,460

**Table 24**

**1998-99 Data About Personnel Qualified And Not Qualified:  
Special Education Teachers For Children With Disabilities, Ages 6-21**

<b>Number and Type of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children with Disabilities, Ages 6-21 1998-1999 School Year</b>			
<b>AREA OF SPECIALIZATION:</b>	<b>EMPLOYED QUALIFIED</b>	<b>EMPLOYED NOT QUALIFIED</b>	<b>TOTAL EMPLOYED*</b>
<b>Total Special Education Teachers</b>	10,038	1,505	11,543
Mental Retardation	1,570	218	1,787
Hearing Impairment	219	11	230
Speech-Language Impairment	1,046	230	1,276
Visual Impairment	124	10	134
Emotional Disturbance	1,213	259	1,472
Orthopedic Impairment	79	6	85
Other Health Impairment	182	44	227
Specific Learning Disability	4,500	517	5,017
Deaf-Blind	6	3	9
Multiple Disabilities	130	34	164
Developmental Delay	337	50	388
Autism	166	43	209
Traumatic Brain Injury	7	1	8
Cross Categorical <sup>5</sup>	458	80	538

\*Totals may not add up due to rounding.

<sup>5</sup> The Cross Categorical classification is used when full-time equivalents cannot be apportioned according to the disabilities of students served.  
Virginia's Special Education State Improvement Plan Report 2000

**Table 25****1998-99 Data About Personnel Qualified And Not Qualified:****Special Education And Related Services Personnel For Children With Disabilities, Ages 2-21**

<b>Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 2-21 1998-1999 School Year</b>			
<b>OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL</b>	<b>EMPLOYED QUALIFIED</b>	<b>EMPLOYED NOT QUALIFIED</b>	<b>TOTAL EMPLOYED*</b>
Vocational Education Teachers	354	27	381
Physical Education Teachers	175	6	181
Work Study Coordinators	63	2	65
Psychologists	613	9	620
School Social Workers	446	19	465
Occupational Therapists	232	8	241
Audiologists	88	1	89
Diagnostic and Evaluation Staff	87	1	88
Physical Therapists	160	3	163
Counselors	900	18	918
Speech Pathologists	0	0	0
Supervisors/Administrators (LEA)	434	15	449
Rehabilitation Counselors	3	0	3
Other Professional Staff	590	68	658
<b>Total Other Special Education and Related Service Staff</b>	<b>4,143</b>	<b>176</b>	<b>4,320</b>

\*Totals may not add up due to rounding.

## Personnel Retained Indicator

Success of retention efforts as indicated by:

- A. Number of personnel employed or contracted to provide special education and related services who are qualified for the position assigned and who were employed in the same lead agency or school division in the same position during the previous school year.
- B. Number of personnel employed or contracted to provide special education and related services who are not qualified and who are employed by the same lead agency or school division in the same position during the previous school year.

### Explanation

This indicator represents the number of special education and related services personnel, both qualified and not qualified, who held appropriate state license in his or her assignment who were retained in the same assignment as the previous year. These data are compiled from the federal special education personnel employed report submitted by LEAs to the Virginia Department of Education.

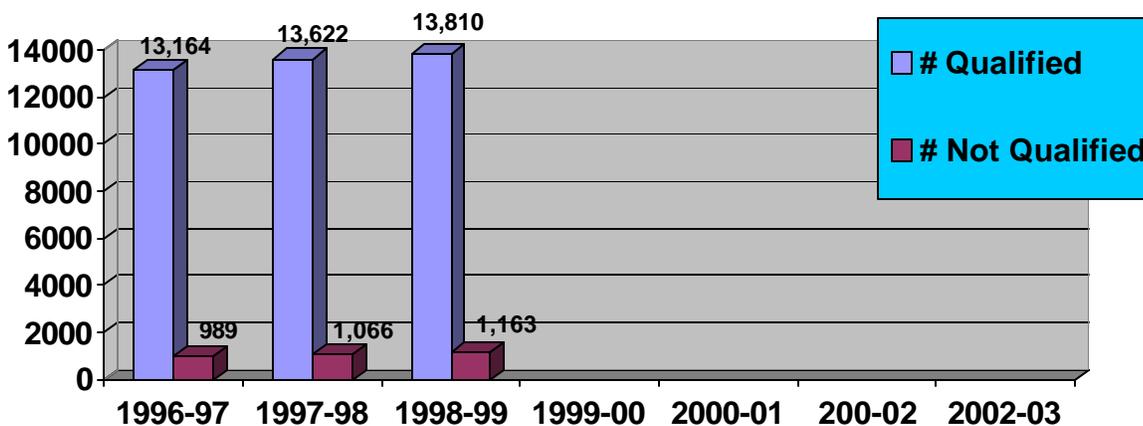
### Comments

There was an increase in the number of retained qualified and non-qualified personnel from 1997 (13,164 qualified and 989 not qualified) to 1999 (13,810 qualified and 1,163 not qualified).

## Graph 17

Number of Retained Personnel Who Are Qualified and Not Qualified

Number of Retained Personnel Who are Qualified and Not Qualified



## Personnel Preparation Indicator

Data about personnel preparation will be reported in the future. Refer to the appendix for more information.

## Personnel Preparation Diversity Indicator

Personnel preparation diversity data will be reported in the future. Refer to the appendix for more information.

## Strategic Direction II: Personnel Development

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

**Five-year Performance Goal # 3:  
Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.**

### Approved Programs Indicator

Number of approved teacher preparation programs statewide in each special education endorsement area.

#### Explanation

The indicator shows the number and content area of approved teacher preparation programs in Virginia. It includes new applications for approved programs in special education but does not indicate the number of distance learning programs accessible to personnel in Virginia. The source of these data is the Virginia Department of Education, Office of Teacher Education and Licensure

#### Comments

In 1998-99 and 1999-00, seven special education endorsement areas were represented in Virginia. The greatest number of approved programs was for learning disability (21); vision impairment had none. The Virginia Department of Education initiated a program for Virginia personnel in the area of vision impairment from the University of Louisville, Kentucky for 2000-01 (refer to the Interstate Agreements Indicator section of this report). In addition to the Louisville program, the Virginia Department of Education, Virginia Department for the Visually Handicapped, and the University of Virginia Continuing Education Office will be offering a VI endorsement program in 2000-01.

**Table 26**  
**Number of Approved Special Education Teacher Preparation Programs in Virginia By Endorsement And Year**

PROGRAMS	1998-99	1999-2000	2000-01	2001-02	2002-03
Early Childhood Special Education	6	6			
Emotional Disturbance	18	18			
Hearing Impairment	1	1			
Learning Disability	21	21			
Mental Retardation	17	17			
Severe Disabilities	6	6			
Speech/ Language Disorders	5	5			
Vision Impairment	0	0			

## Interstate Agreements Indicator

Number and type of Interstate Agreements, including:

- A. Number of collaborative agreements for the joint support and development of programs to prepare personnel for services to low-incidence populations.
- B. Number of interstate agreements regarding licensure.

### Explanation

This indicator shows the number and types of Virginia Board of Education interstate and collaborative agreements. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher training program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license which must be in force at the time the application for a Virginia license is made. Interstate agreements allow such an individual to receive a Virginia license.

One of the collaborative agreements is between the Virginia Department of Education and the University of Louisville, Kentucky for an approved program in the preparation of teachers to serve students with visual impairments. The source of these data is the Virginia Department of Education, Office of Teacher Education and Licensure interstate agreement contract states list.

### Comments

In 1998-99, Virginia had 39 interstate agreements for teachers, 22 for support personnel, 19 for administrators, and 14 for vocational educators.

**Table 27**

**Number of Interstate Agreements Regarding Licensure By Personnel Type And Year**

	1998-99	1999-00	2000-01	2001-02	2002-03
Teacher	39				
Administrator	19				
Support Personnel*	22				
Vocational	14				

\*Support personnel includes pupil personnel services, such as school social workers, school psychologists, guidance counselors, etc.

## Strategic Direction II: Personnel Development

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

**Five-year Performance Goal # 4:  
Ensure ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide professional development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.**

### **T/TAC Services Indicator**

Number and types of service events offered through the Virginia Department of Education training/technical assistance center system (T/TAC) and number and types of participants.

### **Explanation**

The source of these data is the T/TAC reports.

### **Comments**

The Virginia Department of Education's T/TAC system provides a variety of services accessible to education personnel statewide. The types of service events include consultations, information searches, library loans, linkages, long range planning agreements with schools, presentations, referrals, and workshops and are reflected in Table 28. The number of T/TAC service events and participants increased from 1999 to 2000.

During 1998-99, T/TACs offered 4,794 service events. In 1999-00, T/TACs offered 5,175 service events. Of those services, information searches, library loans, and workshops that involved dissemination of effective practices accounted for more than half of the service events.

Personnel in local school divisions, state-operated programs, early intervention systems, universities, private schools, as well as parents accessed T/TAC services. During 1998-99, 20,391 people accessed T/TACs' services. In 1999-00, 32,717 people accessed the services. Over half of the individuals served by T/TACs were special and general education teachers. The next largest groups of professionals who accessed T/TAC services included administrators, related service providers, speech-language pathologists, and paraprofessionals. The number of parents who accessed T/TAC services increased from 1999 (713) to 2000 (1,041). These data include individuals who participated in more than one service event. The types of individuals who accessed T/TAC services are reflected in Table 29.

**Table 28**  
**Number of Services Provided By the T/TAC System By Year**

TYPE OF SERVICE	NUMBER		OF		SERVICES	
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
On-site Consultation	559	670				
Off-site Consultation	61	59				
Phone consultation	158	185				
Information services	1,276	1,714				
Information e-mail	69	96				
Library	1,701	1,522				
Linkage consultation	25	26				
Linkage information	75	81				
Linkage phone	27	43				
Linkage workshop	93	13				
Long-range planning	80	68				
Presentation	102	143				
Referral	84	57				
Workshop	484	498				
TOTALS	4,794	5,175				

**Table 29**  
**Number of Types Who Accessed T/TAC Services By Year**

TYPES OF INDIVIDUALS	NUMBER		NUMBER		NUMBER	
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Administrator, General Education	833	1,346				
Administrator, Special Education	1,314	2,053				
Guidance Counselor	249	430				
Human Services Agency Staff	504	535				
Occupational Therapist	479	818				
Other	967	2,214				
Paraprofessional (or Assistant)	946	2,103				
Parent/Family	713	1,041				
Physical Therapist	170	314				
Other Related Service Provider	587	973				
Speech Pathologist	1,111	1,611				
Teacher, General Education	3,502	5,239				
Teacher, Special Education	7,537	11,727				
Transition Coordinator	281	342				
University Professor/Student	1,044	1,771				
Vocational Teacher/Administrator	154	200				
<b>Total</b>	<b>20,391</b>	<b>32,717</b>				

**Local Education Agency (LEA)  
Professional Development Indicator**

LEA professional development data will be reported in the future. Refer to the appendix for more information.

**Office of Special Education and Student  
Services Professional Development Indicator**

Data about professional development from the Virginia Department of Education Office of Special Education and Student Services will be reported in the future. Refer to the appendix for more information.

**Governor’s Best Practice Centers  
Professional Development Indicator**

Data about the Governor’s Best Practice Centers’ professional development activity will be reported in the future. Refer to the appendix for more information.

**Paraprofessionals Trained Indicator**

Efforts are being made to systematically prepare paraprofessionals who serve children and youth with disabilities (efforts may include numbers of training programs developed, number and type of people trained, policies established, etc.).

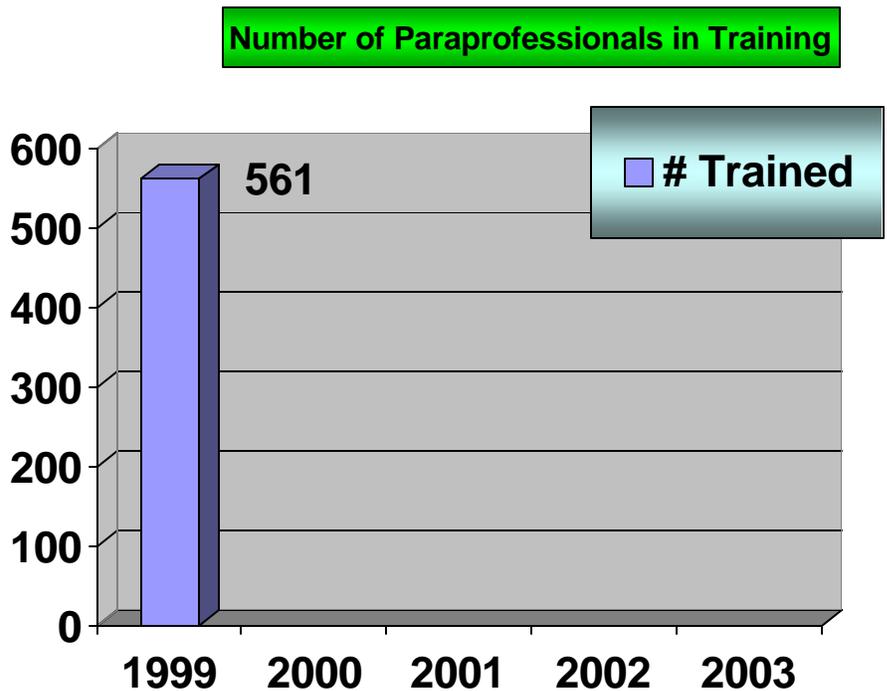
**Explanation**

These data represent one initiative sponsored by Virginia Department of Education which included four training institutes for paraprofessionals in four regions of the state during summer, 1999.

**Comments**

In the summer of 1999, 561 paraprofessionals received training in the four Virginia Department of Education sponsored institutes. These data do not include other training opportunities for paraprofessionals such as LEA initiatives, T/TAC services, parent resource center activities, parent training/information events, etc.

**Graph 18**  
**Number of Paraprofessionals in the Virginia  
Department of Education Training**



Strategic Direction III:  
Parent and Student Involvement

To improve meaningful parent/student involvement with special education services.

**Five-year Performance Goal #5:  
Increase parents' and students' active participation in special education process decisions.**

**Family Participation Indicator**

Data about family participation in the special education process will be reported in the future. Refer to the appendix for more information.

**Opportunities for Parents Indicator**

Information about the training opportunities for parents will be reported in the future. Refer to the appendix for more information.

# Appendix

*Indicators*

*For Which Data*

*Will Be Reported*

*In The Future*

## **Alternate Assessment Indicator**

Performance of students on alternate assessment

### **Explanation**

Virginia's Alternate Assessment system is currently in development and is planned for implementation during the 2000-01 school year.

## **Attendance Indicator**

Percent of students with disabilities, grades k-12 and ungraded, for whom a conference was scheduled for failure to report to school for six days during the school year, compared with students without disabilities.

### **Explanation**

The Code of Virginia (§22.1-258) requires that at the end of each school year, each public school principal report to the division superintendent the number of pupils by grade level for whom a conference was scheduled. The division superintendent shall compile such grade level information for the division and provide such information to the Superintendent of Public Instruction annually. Conferences are scheduled for students who miss six days of school to facilitate the duties of attendance officers to investigate all cases of non-attendance. These data will be collected in the future.

## **Least Restrictive Environment Ages 2-5 Indicator**

Comparison of least restrictive environment settings for children with disabilities (ages 2-5)

- A. Percentage of children with disabilities (ages 2-5) who receive some or all of their special education services in an integrated or typical early childhood setting (regular early childhood setting, home, part-time special education/part-time early childhood, etc.)
- B. Percentage of children with disabilities (ages 2-5) who receive all of their special education services in a special education early childhood setting or other specialized setting (e.g. residential, hospital, etc.)

### **Explanation**

This indicator is a new requirement under the special education child count data reporting system for students with disabilities and reflects the percentage of students with disabilities receiving some or all of their special education services in a variety of typical settings designed to serve young children, and the percentage of students with disabilities who receive all of their services in a specialized setting. The source of these data is the annual federal placement report.

## **Least Restrictive Environment Ages 6-21 Indicator**

Comparison of least restrictive environment settings for students with disabilities (ages 6-21+):

- A. Percentage of students with disabilities (ages 6-21+) who receive some or all of their special education or related services in an integrated setting (regular education, vocational education, community work experiences, etc).
- B. Percentage of students with disabilities (ages 6-21+) who receive all of their special education or related services in a special education setting.

### **Explanation**

This indicator is a new requirement under the special education child count data reporting system for students with disabilities and reflects the number of students with disabilities participating in general, vocational, and community work settings who receive some or all of their special education in integrated settings, or all of their special education services in a specialized setting. Special education and related services amounts differ with individual children. This indicator will reflect if any or all those special education and related services are implemented in a general setting. The source of these data is the annual federal placement report.

## **Post-secondary Indicator**

Percentage of young adults with disabilities who completed school (one year post school exit) who:

- a. are employed full-time or part-time (baseline to be developed, previous study in spring 1993 data for 1990-91 school leavers indicated 57% employed at the time of the survey (the range was 38% to 74% depending on disability area), 75% had worked for some period since school exit).
- b. are attending post-secondary education or training (baseline to be developed, previous study in spring 1993 data for 1990-91 school leavers was 21% in 2 year colleges, 12% in 4 year colleges (the range was 0% to 75% depending on disability area).
- c. are living independently (baseline to be developed).

### **Explanation**

The Virginia Department of Education post-secondary survey will collect information from a sample of high school graduates one year after exiting school through a personal telephone interview to identify factors impacting their employment, post-secondary education, and independent living.

## **Personnel Preparation Indicator**

Number of program completers from approved special education personnel preparation programs in Virginia.

### **Explanation**

The U.S. Congress requires a full report under the Title II Higher Education Act starting in 2001 which includes:

- teacher preparation program characteristics including program completers;
- program standards and requirements for certification and licensure; and
- assessments and alternative routes to licensure.

The report requirement is to be initiated in fall 2001.

## **Personnel Preparation Diversity Indicator**

Number of persons prepared to deliver special education services who are from traditionally under-represented populations.

### **Explanation**

Virginia Department of Education Regulations Governing Approved Programs for Institutions of Higher Education have a requirement for an annual report which includes numbers of program completers by:

- Endorsement area
- Gender
- Ethnicity
- Level (Undergraduate, Graduate, or Certification)

The report requirement is to be initiated in fall 2001.

## **LEA Professional Development Indicator**

Number and types of professional development activities provided through local education agencies' improvement projects.

### **Explanation**

This indicator represents an analysis of certain local improvement initiatives supported by the Virginia Department of Education, including local improvement grants and partnership grants involving LEAs and institutions of higher education. These grant programs specified professional development activity around the Special Education State Improvement Plan's strategic directions and performance goals.

## **Office of Special Education and Student Services Professional Development Indicator**

Number and types of professional development activities provided through the Virginia Department of Education Office of Special Education & Student Services and number and types of participants.

### **Explanation**

This indicator reflects professional development activities offered by staff in the Office of Special Education and Student Services at the Virginia Department of Education.

## **Governor's Best Practice Centers Professional Development Indicator**

Access to the Governor's Best Practice Centers by special education service providers.

### **Explanation**

During 1999, the Governor's Best Practice Centers (BPCs) were fully staffed across the state. The centers work with local school divisions to meet Virginia Standards of Accreditation through successful student achievement of the Standards of Learning as measured by Standards of Learning tests. Data from these centers will be compiled in the future to provide the number of professionals with responsibility for special education students who participate in staff development activities sponsored by the BPCs.

## **Family Participation Indicator**

Percentage of families participating in decisions, including:

- A. Eligibility
- B. Individualized Education Program (IEP) Development (Special Education)
- C. Secondary Transition Planning (students age 14 and older as part of the IEP)
- D. Individual Family Services Plan (IFSP) Development (Early Intervention)
- E. Transition from Early Intervention to Preschool
- F. Parent Participation on Local Advisory Committees

### **Explanation**

This indicator will provide information to examine issues around parent and student involvement in service eligibility and provision. At this time the Virginia Department of Education is funding activities to begin collecting these data and to periodically collect these data in the future.

Project UNITE (a systems-change project completed in 1998-99) data indicated that 88% of students with disabilities in the sample participated in secondary transition decisions in 1996-97, and in the same year, 87% of parents of students with disabilities participated in secondary transition decisions.

## **Opportunities for Parents Indicator**

Number of workshop opportunities for parents and number of parents reached (including training with cross-disciplinary representation -- families as well as other education service providers serving children and youth with disabilities).

### **Explanation**

This indicator represents a compilation of the number of training opportunities for parents provided by the Parent Education Advocacy Training Center (PEATC), local parent resource centers, and other state/regional/local opportunities.