



State Disability Services
2020 TREND REPORT
EDUCATION



**Virginia Board for
People with Disabilities**





2020 State Disability Services Trend Report Education

First Edition

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BACKGROUND

The Virginia Board for People with Disabilities (VBPD) is a subcontractor for Virginia Commonwealth University's Partnership for People with Disabilities (VCU PPD) on Project Living Well, a Project of National Significance that was awarded federal funding by the Administration for Community Living. Project Living Well was established with the purpose of "implementing a replicable and sustainable model of: 1) evidence-based and informed capacity building strategies that will increase knowledge and skills of people with disabilities and their supporters and generate policy change; and 2) community monitoring that will align and augment disparate monitoring and quality initiatives to improve the identification of health and safety risks for people with disabilities." Project Living Well will be implemented over a five-year period, from federal fiscal year 2018 through 2022.

As a result of this subcontract, VBPD began developing a trend report to track service provision and quality of life outcomes regarding people with developmental and other disabilities. The disability services system in Virginia spans numerous state agencies and other organizations, making it difficult to holistically monitor. VBPD hopes that this report helps policymakers, advocates, and the general public easily track performance over time and identify areas for improvement across the disability services system. VBPD also strives to align the trend report indicators with those used in VBPD's assessments of disability service areas, which discuss the policy implications of key quantitative and qualitative information.

VBPD plans to release one trend report for each of five selected service categories as they are completed in 2020. These service categories are Early Intervention, Housing, Education, Employment, and Health and Community Supports. After this first round of release, VBPD will determine the frequency for updating the trend report based on data availability and staff resources, but intends to update the trend report for a given topic at least once every four years. Similarly, VBPD updates its assessment of disability service areas once every four years for a given topic.

In early American history, education for children with disabilities was limited or nonexistent. Those who were able to access education were generally educated in segregated settings, including institutions and private schools designated for particular disabilities like deafness. During this time, state supreme courts upheld that children with disabilities could be excluded from public schools, as in the 1919 case of Beattie v. Board of Education, or expelled from public schools, as in the 1893 case of Watson v. City of Cambridge.

In 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that separate educational facilities for children of different races were inherently unequal. This ruling motivated parents of children with disabilities to advocate for their children's rights to equal education. The disability rights movement led to the passage and implementation of the Education for All Handicapped Children Act in 1975 (now called the Individuals with Disabilities Education Act or IDEA), and Section 504 of the 1973 Rehabilitation Act. Under these laws, children with disabilities are entitled to a free and appropriate public education in the least restrictive environment. In other words, children with disabilities are entitled to public education that meets their individual needs in the same setting as children without disabilities to the greatest extent possible, free of charge. In 1990, the Americans with Disabilities Act was passed, giving students with disabilities further protection from discrimination. These laws aim to ensure equality of opportunity, full participation, independent living, and economic self sufficiency for students with disabilities.

IDEA protects the rights of students with disabilities and their parents. IDEA guarantees public special education and related services, such as physical and occupational therapy, according to the service needs outlined in a student's Individualized Education Program (IEP) annual goals. IDEA defines disability as:

an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance...an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (34 CFR 300.8)

Some students ineligible for special education services under IDEA may still be considered students with disabilities under Section 504, which defines disability more broadly than IDEA. Section 504 says a student with a disability (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Section 504 protects qualified students with disabilities attending schools that receive federal financial assistance. Students with Section 504 Plans do not have formalized, measurable goals like students with IEPs. Students with 504 Plans are entitled to access to regular and special education services and related aids that meet their needs, as well as accommodations within the regular classroom.

STATEMENT OF VALUES

The Virginia Board for People with Disabilities (VBPD), as Virginia's Developmental Disability Council, advises the Governor, the Secretary of Health and Human Resources, legislators, and other groups on issues important to people with disabilities in the Commonwealth. The Virginia Commonwealth University Partnership for People with Disabilities (VCU PPD), as Virginia's University Center for Excellence in Developmental Disabilities, connects academic research and service delivery systems to improve the quality of life for people with disabilities in the Commonwealth.

As the product of organizations that are tasked to advocate for people with disabilities, help improve the service system, and advise the structure that governs it, this trend report is driven by a core set of beliefs and principles, which can be distilled into three categories:

Quality: People with disabilities should receive quality services and supports which enhance their lives. Quality services and supports should indicate a recognition that

- all people have ***inherent dignity*** regardless of gender, race, religion, national origin, sexual orientation, or disability status;
- people with disabilities should be ***presumed capable*** of obtaining a level of independence and make informed choices;
- people with disabilities have the right to ***self determination*** and should be included in the decision making processes that affect their lives;
- and all people, including people with disabilities, are valued for contributing to the ***diversity*** of the Commonwealth.

Satisfaction: Enhancing the wellbeing of people with disabilities should be a central goal of the disability services and supports system. Because people with disabilities are experts in their own wellbeing, personal satisfaction metrics should be considered whenever possible in system evaluation efforts. Satisfaction of family members who act as caretakers or legal guardians should also be considered when available.

Accessibility: Essential services and supports must be physically and programmatically accessible to people with disabilities, regardless of characteristics such as, but not limited to, the nature of their disability, their income, or where they live.

Additionally, quality services and supports

- should be provided in the most ***integrated*** setting appropriate to each person's needs and desires;
- should provide ***freedom from abuse and neglect***;
- and should be ***fiscally responsible***.

EDUCATION TRENDS

1

State Disability Services TREND SUMMARY

QUALITY

Though some progress has been made, many students with disabilities are still not being educated alongside their peers without disabilities, and students with disabilities are being disproportionately suspended or expelled. They are also passing reading and math Standards of Learning (SOLs) at rates lower than students without disabilities, though there has been improvement in math SOL pass rates. Similarly, more students with disabilities are graduating on time, but almost 40% of students with disabilities are not, and their graduation rates remain far below that of other students.

QUALITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Preschool Integration</i>	↓	↑	↓
<i>School-age Integration</i>	↑	↑	↑
<i>*Disproportionate Suspension and Expulsion Rates for Students with IEPs</i>	↑	N/A	N/A
<i>Disproportionate Suspension and Expulsion Rates by Race/Ethnicity for Students with IEPs</i>	↑	↑	N/A
<i>Proportion of School-related Arrests Attributed to Students with Disabilities</i>	N/A	↑	N/A
<i>Reading SOL Pass Rates for Students with Disabilities</i>	↓	↔	↓
<i>Mathematics SOL Pass Rates for Students with Disabilities</i>	↑	↑	↑
<i>Graduation Rate for Students with Disabilities</i>	↑	↑	↑
<i>Post-High School Rate of Education, Training, or Employment</i>	↑	↑	↑

*Due to changes in methodology for the indicator disproportionate suspension and expulsion rates for students with IEPs, only data from 2016 and onwards are referenced in the trend summary chart. For more information on the methodological changes, please see the indicator summary page or Data Sources & Limitations section in the full trend report.

ACCESSIBILITY

Available data on access to special education services focuses on timeliness. Nearly all students have consistently received a timely evaluation of eligibility for special education services, and nearly all students who are referred from early intervention to special education services have consistently had their Individualized Education Programs (IEPs) developed on time.

ACCESSIBILITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Timely Initial Evaluation for Special Education Services</i>	↔	↔	↔
<i>Timely Development of IEP for Children Transitioning from Early Intervention Services</i>	↔	↔	↔

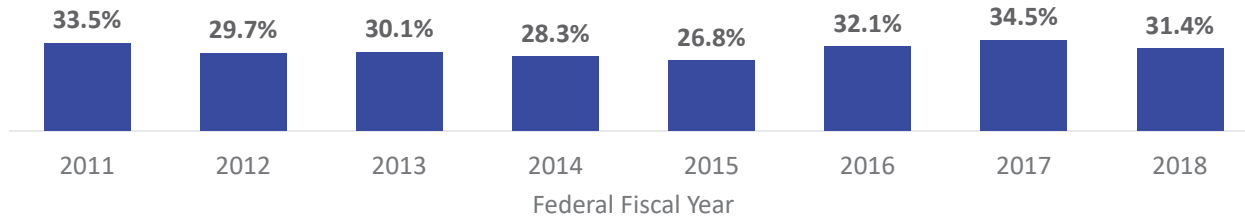
The Virginia Board for People with Disabilities (VBPD) hopes that this report helps policymakers, advocates, and the general public easily track performance over time and identify areas for improvement across the disability services system.

Education is an essential prerequisite for employment and independent living. Historically, access to education for children with disabilities was nonexistent or limited to segregated settings. Today, children with disabilities are entitled to a free and appropriate public education in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA) and under Section 504 of the Rehabilitation Act of 1973. While these laws have increased access to public education, children with disabilities continue to face challenges to full inclusion.

Above are summative narratives and charts describing the trends for indicators of quality and accessibility in Virginia education. The summative narratives highlight only a few of the indicators listed in the trend chart. For discussion of indicators not mentioned in the narratives here, please see their indicator summary pages in the full trend report.

When interpreting this trend summary, it is important to note that all trends are based on the most recent data available at the time of trend report development. As a result, some indicator trends may be based on data that is older or newer than other indicator data. Data, years for which data was available, and further discussion of each indicator’s trends are included on the indicator summary pages in the trend report. Additionally, the trend arrows are based on the percentage change over time. Please note that changes less than one percent are deemed “about the same” and indicated with “↔.” This threshold does not indicate statistical significance, so it is possible that fluctuations greater or less than one percent were due to random chance. More information on how the trend summary was determined is included in the Data Sources & Limitations section. Trend arrows are color-coded accordingly to their relation to the value category. If the trend direction promotes quality, satisfaction, or accessibility, the trend arrow is green. If the trend does not promote quality, satisfaction, or accessibility, the trend arrow is red. Additionally, because the list of indicators for this trend report is extensive, not every indicator is discussed in this trend summary. For more information on indicators not discussed, as well as their data sources, please see their indicator summary.

Percentage of Children with IEPs Who Received More Than 50% of Their Services in a Regular Early Childhood Program



Source: U.S. Department of Education. Research: Final SPP/APRs. Washington, D.C.: Office of Special Education Programs, 2019. <https://osep.grads360.org/#report/apr/publicView>

WHAT ARE THE TRENDS?

Only about one-third or fewer students with IEPs aged three through five received a majority of their special education services in a regular early childhood program. The percentage of students decreased from 33.5% in 2011 to 26.8% in 2015. Afterwards, the percentage trended upwards to 34.5% in 2017, which was 1 percentage point higher than in 2011. Most recently from 2017 to 2018, the percentage decreased by 3.1 percentage points (or -9.0%) to 31.4%. Though the 2018 outcome is less than the 2017 outcome, it is still an improvement when compared with federal fiscal years 2012 through 2015.

WHO:

Percentage of children with Individualized Education Programs (IEPs) aged three through five who received greater than 50% of their special education and other related services in a regular early childhood program.

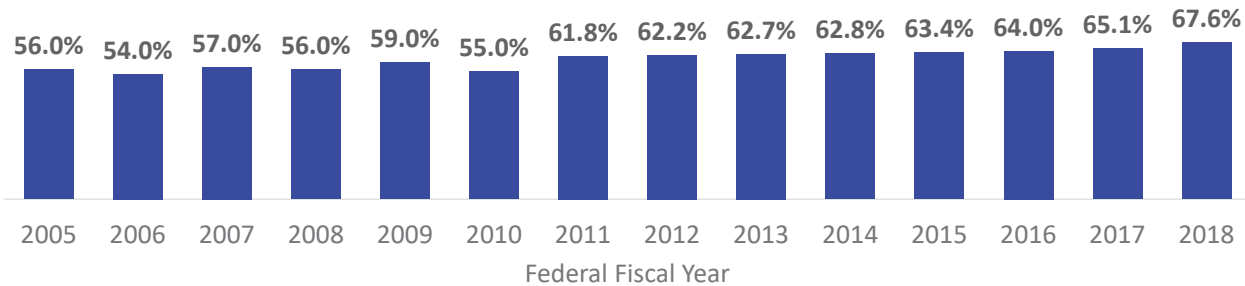
HOW:

At least 50% of the students in an early childhood program must not have IEPs in order for the program to be considered a regular early childhood program. Early childhood programs include, but are not limited to, public or private preschool, public or private kindergarten, childcare, group child development centers, and the Head Start program. The Virginia Department of Education (VDOE) gathers this data through the December 1 Child Count and publishes it in the Special Education Performance Plan/Annual Performance Report.

WHEN:

Data is reported annually by federal fiscal year, based on the most recent school year's data.

Percentage of Students with IEPs Who Were Educated in a Regular Classroom At Least 80% of the Day



Source: U.S. Department of Education. Research: Final SPP/APRs. Washington, D.C.: Office of Special Education Programs, 2019. <https://osep.grads360.org/#report/apr/publicView>

WHAT ARE THE TRENDS?

Since federal fiscal year 2005, the percentage of students with IEPs who were educated in a regular classroom at least 80% of the day generally trended upward, with the exception of a noticeable dip in 2010. The percentage of students in a regular classroom most of the day ranged from 54.0% in 2006 to 67.6% in 2018. From 2017 to 2018, the percentage of students who spent most of the day in the regular classroom increased 2.5 percentage points (or +3.8%).

WHO:

Percentage of students with Individualized Education Programs (IEPs) who were aged six through 21 and were educated inside a regular classroom alongside students without IEPs for at least 80% of the day.

HOW:

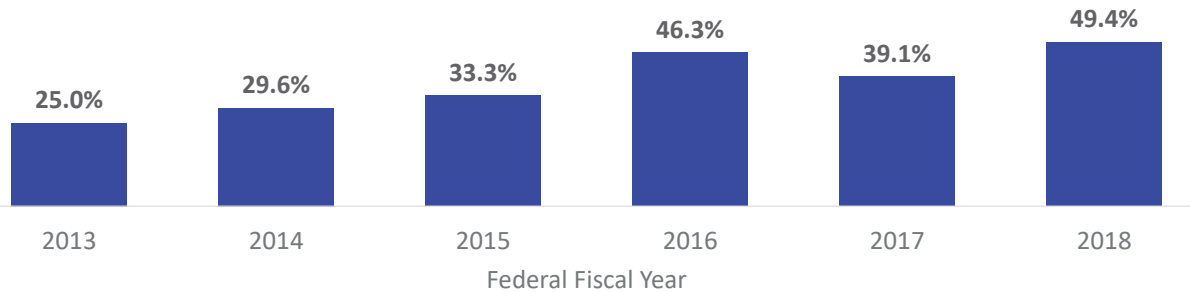
A regular classroom is a classroom in which both students with IEPs and students without IEPs receive their education. Classrooms can be in a public school, private school, correctional facility, or other state operated education facilities. Time that is spent on activities outside of the classroom that are unrelated to a student's disability and includes students without disabilities (such as lunch, transition between classrooms, or college visits) are counted as time inside a regular classroom. The Virginia Department of Education (VDOE) gathers this data through December 1 Child Count and publishes the data in the Special Education Annual Performance Report.

WHEN:

Data is reported annually by federal fiscal year, based on the most recent school year's data.

5 INDICATOR: DISPROPORTIONATE SUSPENSION AND EXPULSION RATES FOR STUDENTS WITH IEPs

Percentage of School Districts In Which Students with IEPs Were at Least Twice as Likely to Be Suspended/Expelled Than Students without IEPs



Source: U.S. Department of Education. Research: Final SPP/APRs. Washington, D.C.: Office of Special Education Programs, 2019. <https://osep.grads360.org/#report/apr/publicView>

Note: The methodology for this indicator changed in 2016. All school districts were included in calculations prior to 2016. Starting in 2016, however, only school districts that had at least 11 students with IEPs and 11 students without IEPs who were suspended/expelled for 11 or more days were included.

WHAT ARE THE TRENDS?

Each year, several school districts have been substantially more likely to suspend or expel a student with an IEP than a student without an IEP. Due to a change in the way this indicator was calculated, it is difficult to draw conclusions comparing data prior to 2016 to data from 2016 and onwards. Prior to 2016, all school districts were included in the methodology, and the proportion of school districts with substantial discrepancies increased from one-quarter in 2013 to about one-third in 2015.

Beginning in 2016, the indicator only included school districts that had at least 11 students with IEPs and 11 students without IEPs who were suspended/expelled for 11 or more days. Among school districts meeting these criteria, almost half reported that students with IEPs were substantially more likely to be suspended or expelled than students without IEPs in 2016. Fewer districts reported discrepancies in the following year 2017. From 2017 to 2018, the percentage of districts reporting substantial discrepancies increased by 10.3 percentage points (or +26.3%) to about 49%, a greater percentage of districts than in 2016.

WHAT:

The percentage of school districts that had a substantial discrepancy in suspension and expulsion rates between students with Individualized Education Programs (IEPs) and students without IEPs from the same school district.

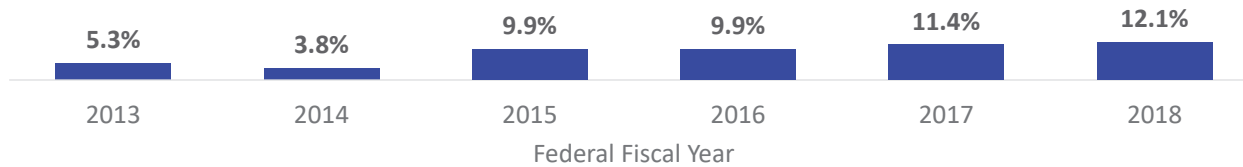
HOW:

Substantial discrepancy was determined using risk ratios with a threshold of 2.0 or greater, meaning students with IEPs were at least twice as likely as students without IEPs to receive an out-of-school suspension for 11 or more days or expulsion. School districts submit data on which the risk ratios are based to the Virginia Department of Education (VDOE) Single Sign-on for Web System for the Special Education Annual Performance Report.

WHEN:

Data is reported annually by federal fiscal year, based on the most recent school year's data.

Percentage of School Districts with Disproportionate Suspension and Expulsion Rates by Race/Ethnicity for Students with IEPs



Source: Virginia Department of Education. "Special Education Performance Report." State Performance Plan/Annual Performance Report, Richmond, 2014-2018.

WHAT:

Of school districts that meet a minimum size, the percentage of districts that had a substantial discrepancy in suspension and expulsion rates when comparing by race/ethnicity among students with Individualized Education Programs (IEPs).

WHEN:

Data is reported annually by federal fiscal year, based on the most recent school year's data.

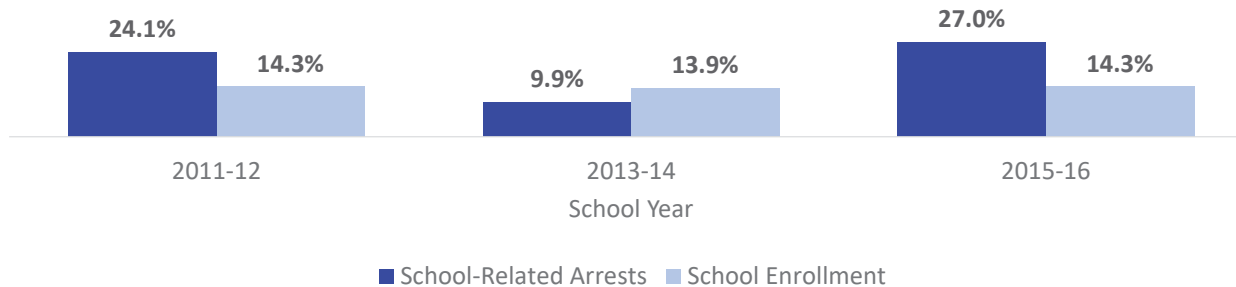
HOW:

The minimum criteria a district had to meet to be included in this measure was 11 students with IEPs of a specific race/ethnicity who were suspended/expelled 11 or more days. The suspension/expulsion rate of each group of 11 students or more with IEPs of a specific race/ethnicity is compared to the suspension/expulsion rate of students with IEPs of all other races/ethnicities combined. Substantial discrepancy was determined using risk ratios with a threshold of 2.0 or greater, meaning students with IEPs of one race/ethnicity were at least twice as likely to be suspended or expelled as students with IEPs of all other races/ethnicities combined. School districts are considered to have a discrepancy when at least one race/ethnicity of students with IEPs has a substantial discrepancy in suspension and expulsion rates. School districts submit data on which the risk ratios are based to the Virginia Department of Education (VDOE) Single Sign-on for Web System for the Special Education Annual Performance Report.

WHAT ARE THE TRENDS?

An increasing percentage of Virginia school districts suspended or expelled students with IEPs of different races or ethnicities at substantially different rates. After federal fiscal years 2013 and 2014, about 10% of districts have disproportionately suspended/expelled students with IEPs of at least one race/ethnicity, compared to students with IEPs of all other races/ethnicities. From 2017 to 2018, the percentage of districts doing so increased by 0.7 percentage points (or +6.1%) to about 12%.

Percentage of Arrested and Enrolled Students Who Have Disabilities



Source: U.S. Department of Education. Civil Rights Data Collection: State and National Estimations. Washington, D.C.: Office of Civil Rights, 2020. <https://ocrdata.ed.gov/StateNationalEstimations>

WHAT ARE THE TRENDS?

The extent to which students with disabilities have been subjected to school-related arrests has varied in recent years. In school year 2011-2012, a disproportionately high number of students with disabilities were arrested for school-related behavior. Students with disabilities accounted for 24.1% of school-related arrests, but just 14.3% of the total student population. In the 2013-2014 school year, however, students with disabilities accounted for a smaller share of all school-related arrests (58.9 percentage decrease) and were disproportionately less likely to be arrested for school-related behavior. Students with disabilities accounted for 9.9% of school-related arrests, but 13.9% of student enrollment. In the 2015-2016 school year, students with disabilities were again disproportionately more likely to be arrested, even more so than in 2011-2012 (+12.0%).

WHO:

Percentage of students arrested who are students with disabilities compared to the percentage of students enrolled who are students with disabilities. Students with disabilities are students receiving Individuals with Disabilities Education Act (IDEA) or Section 504 services.

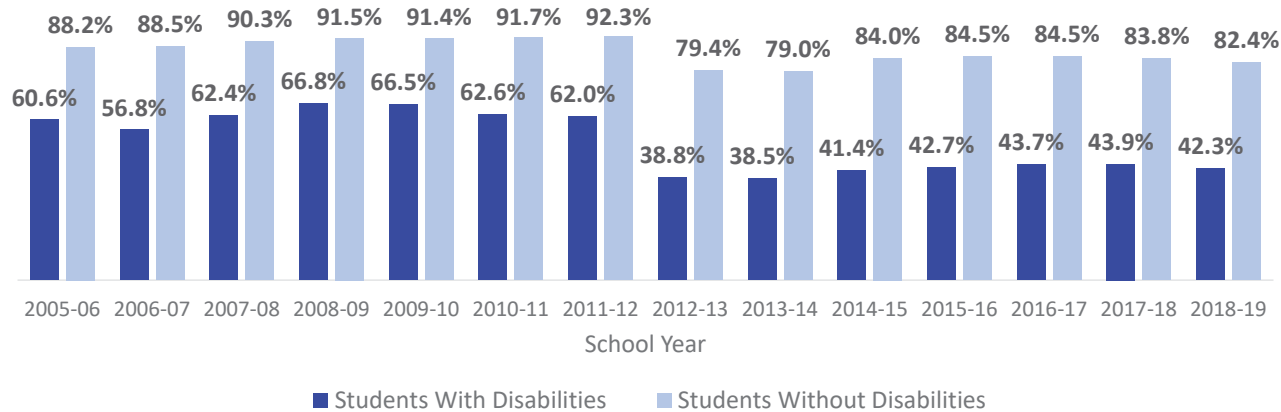
HOW:

Arrests are school-related if (a) the person arrested was a student, and (b) if the arrest was the result of either a school official's referral or the student's actions at school, during school transportation, or during off campus school activities. Schools and school districts submit enrollment and school-related arrests data to the U.S. Department of Education's Civil Rights Data Collection.

WHEN:

Data is reported every other school year.

Percentage of Students with Disabilities and Students without Disabilities Who Passed English: Reading SOL



Source: Virginia Department of Education. Test Results-Build-A-Table. Richmond: Virginia Department of Education, 2020. <https://p1pe.doe.virginia.gov/apex/f?p=152:1:4573092270084:::>

WHO:

The percentage of students with and without disabilities who passed an English Reading Standards of Learning (SOL) exam. A student with a disability has an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA).

WHEN:

Data is reported by school year.

HOW:

Passing scores include pass proficient, pass advanced, and pass advanced college proficiency. Only one test attempt is counted for each student each year. If a student fails their first attempt but passes a retest that same year, the passing attempt is counted. If a student fails the same test multiple times in one year, only the original failed attempt is counted. Test attempts by individuals who are no longer enrolled are not counted. Failed attempts by students in their first year of U.S. school enrollment are not counted as outlined in the 2001 No Child Left Behind Act provision on students who speak English as a second language, and as allowable under the 2015 Every Student Succeeds Act standards for accountability calculations. The Virginia Department of Education provides these statistics through their Test Results Build-A-Table tool.

WHAT ARE THE TRENDS?

Students with disabilities have been consistently less likely to pass the Reading Standard of Learning (SOL) exam than students without disabilities. This difference became more pronounced beginning in school year 2012-2013 when English: Reading SOLs that were revised according to new standards were administered, although pass rates dropped noticeably for both students with and without disabilities that year. From school year 2005-2006 to 2011-2012, students with disabilities passed at rates ranging between 56.8% and 66.8%. From 2012-2013 to 2018-2019, however, 38.5% to 43.9% of students with disabilities passed. Recently, the pass rate for students with disabilities decreased by 1.6 percentage points (or -3.6%) from 2017-2018 to 2018-2019.

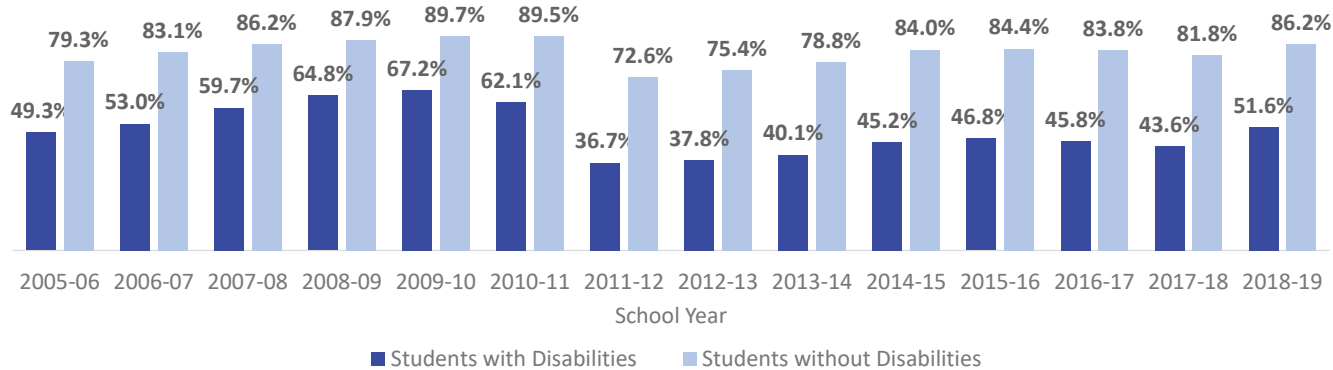
WHO:

The percentage of students with and without disabilities who passed a Mathematics Standards of Learning (SOL) exam. A student with a disability has an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA).

WHEN:

Data is reported by school year.

Percentage of Students with Disabilities and Students without Disabilities Who Passed Mathematics SOL



Source: Virginia Department of Education. Test Results-Build-A-Table. Richmond: Virginia Department of Education, 2020. <https://p1pe.doe.virginia.gov/apex/f?p=152:1:4573092270084:::>

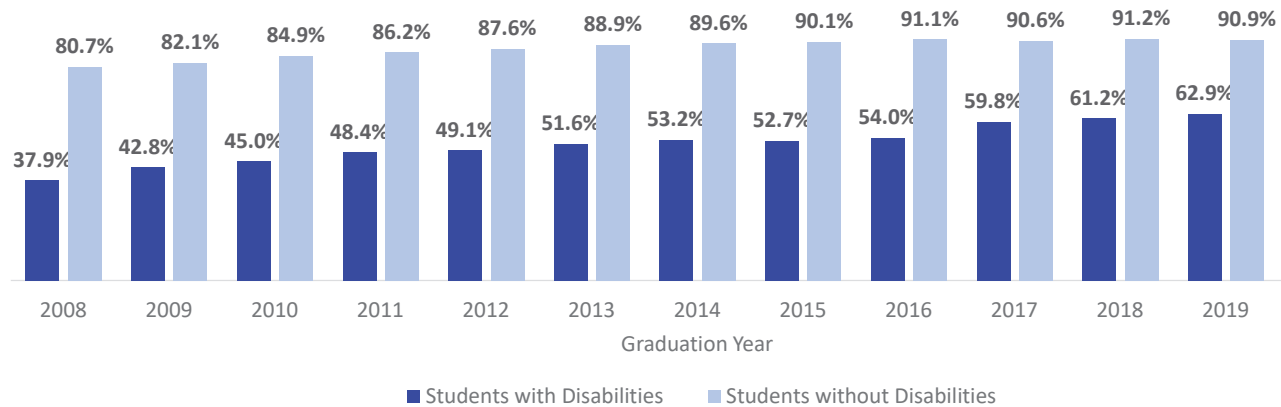
HOW:

Passing scores include pass proficient, pass advanced, and pass advanced college proficiency. Only one test attempt is counted for each student each year. If a student fails their first attempt but passes a retest that same year, the passing attempt is counted. If a student fails the same test multiple times in one year, only the original failed attempt is counted. Test attempts by individuals who are no longer enrolled are not counted. Failed attempts by students in their first year of U.S. school enrollment are not counted as outlined in the 2001 No Child Left Behind Act provision on students who speak English as a second language, and as allowable under the 2015 Every Student Succeeds Act standards for accountability calculations. The Virginia Department of Education provides these statistics through their Test Results Build-A-Table tool.

WHAT ARE THE TRENDS?

Fewer students with disabilities have passed the Mathematics Standards of Learning (SOL) exam than students without disabilities. Pass rates for both student groups decreased from school year 2010-2011 to 2011-2012 when newly standardized Math SOLs were administered, but the decline in pass rates for students with disabilities was substantially greater than that of students without disabilities. From 2005-2006 to 2010-2011, pass rates for students with disabilities ranged from 49.3% to 67.2%, but pass rates have not exceeded 51.6% since then. From 2017-2018 to 2018-2019, the pass rate increased 8.0 percentage points (or +18.3%).

Percentage of Students in a Four-Year Cohort Who Graduated with Standard, Advanced, or IB High School Diploma



Source: Virginia Department of Education. Cohort Graduation Build-A-Table. Richmond: Virginia Department of Education, 2020. <https://p1pe.doe.virginia.gov/apex/f?p=246:1:13072027448989:::>

WHO:

Percentage of students with disabilities compared to the percentage of students without disabilities who graduated with their adjusted 4-year cohort with a standard, advanced, or international baccalaureate (IB) diplomas. Students with disabilities have Individualized Education Programs (IEPs) or other service plans under the Individuals with Disabilities Education Act (IDEA).

WHEN:

Data is reported annually by the cohort's year of graduation.

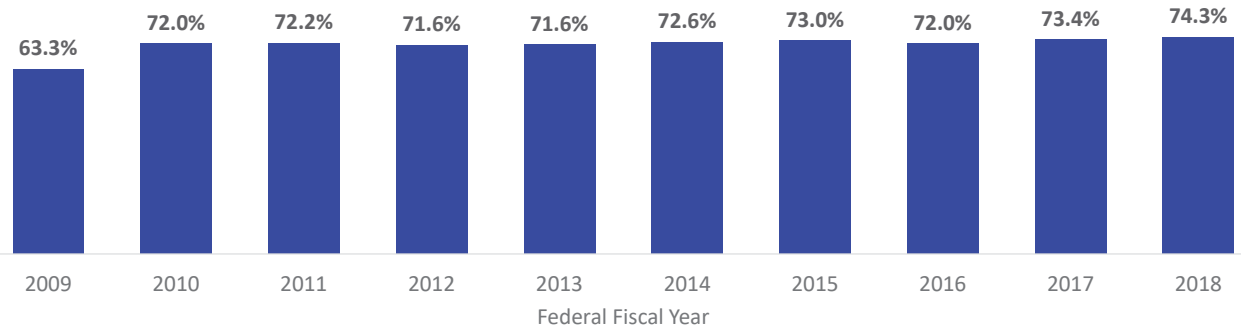
HOW:

Standards for graduating with these diplomas are the same for students with and without IEPs. Students with IEPs may receive accommodations to earn standard and verified credits for a standard diploma. A cohort is composed of all students in Virginia who entered 9th grade for the first time in the same school year. A four year cohort is tracked over a period of four years. An adjusted cohort includes students who transferred in during the four years since the first year the cohort began and excludes students who left the cohort through emigration, transfer, or death. The Virginia Department of Education (VDOE) calculates this data and makes it available to the public through the Cohort Build-a-Table tool.

WHAT ARE THE TRENDS?

The portion of students with disabilities who graduated with a standard, advanced, or international baccalaureate (IB) high school diploma within four years has increased from 45% in 2010 to nearly 63% in 2019. Concurrently, the gap between the graduation rates of students with and without disabilities has decreased from about 40 percentage points in 2010 to 28 percentage points in 2019. From 2018 to 2019, the graduation rate for students without disabilities increased 1.7 percentage points (or +2.8%).

Percentage of Youth with IEPs When They Left High School Who Were Enrolled in Education, in Training, or Employed within 1 Year of Leaving High School



Source: Virginia Department of Education. "Special Education Performance Report." State Performance Plan/Annual Performance Report, Richmond, 2014-2018.

WHAT ARE THE TRENDS?

Nearly three quarters of students with disabilities have been enrolled in any form of further education, training, or employed within one year of leaving high school since federal fiscal year 2009. The percentage ranged from 63.3% in 2009 to 74.3% in 2018. From 2017 to 2018, the percentage of students increased 0.9 percentage points (or +1.2%).

WHO:

Of youth who had an Individualized Education Program (IEP) when they left high school, the percentage who, within one year, were enrolled in higher education, in alternative postsecondary education or training, or employed (regardless of whether they were competitively employed or not). Competitive employment is employment in which a person with a disability is paid at least a minimum wage for work similar to a person without a disability.

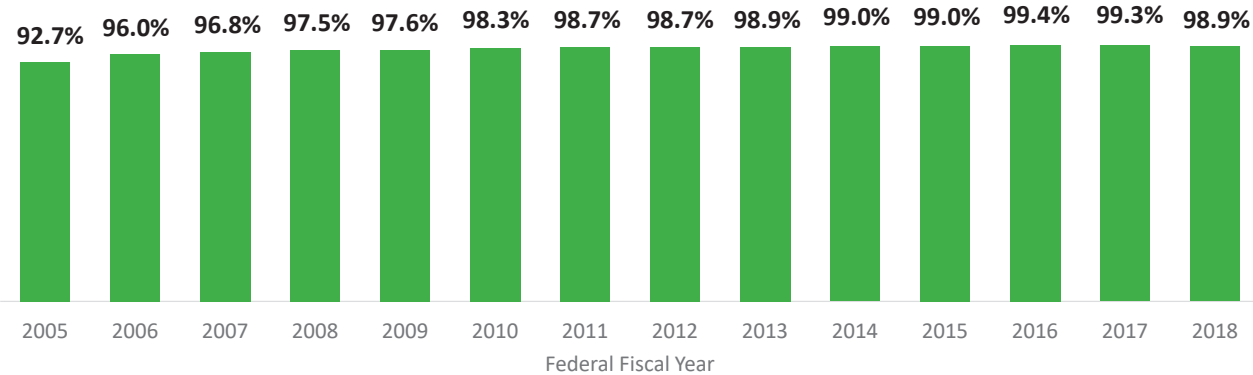
HOW:

The Virginia Department of Education (VDOE) gathers this data through the Indicator 14 School Survey and publishes the data in the Special Education Annual Performance Report.

WHEN:

Data is collected between April and September and reported by federal fiscal year.

Percentage of Children Who Received An Initial Eligibility Evaluation for Special Education Services within 65 Days of Parental Consent



Source: Virginia Department of Education. "Special Education Performance Report." State Performance Plan/Annual Performance Report, Richmond, 2014-2018.

WHAT ARE THE TRENDS?

Since federal fiscal year 2005, the percentage of children who received a timely eligibility evaluation for special education has been consistently high, above 90%. Timely evaluations ranged between 92.7% in 2005 and 99.4% in 2016. From 2017 to 2018, results were similarly about 99%.

WHO:

Percentage of children who received an initial evaluation for eligibility to receive special education services within 65 business days of the parent giving consent for the evaluation. This measure includes children who received early intervention services and children who did not receive early intervention services.

HOW:

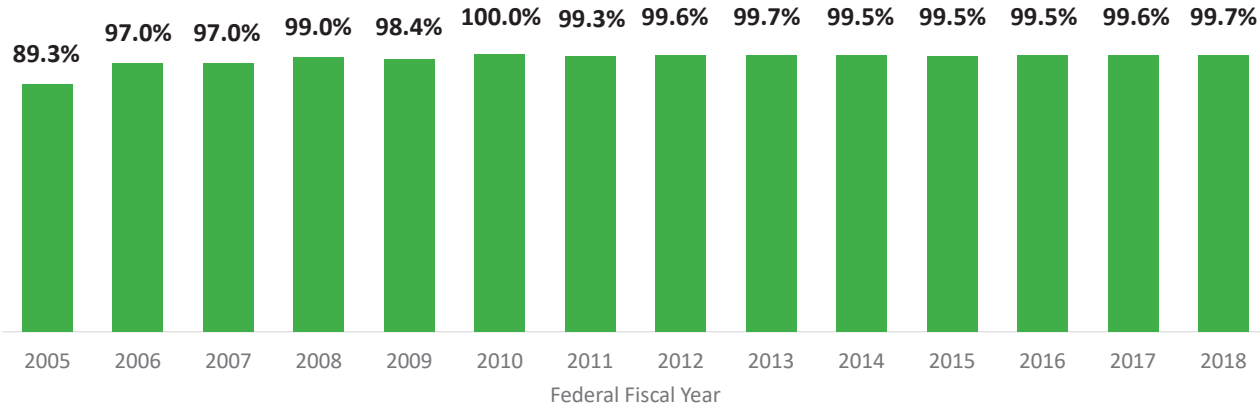
The Virginia Department of Education (VDOE) collects this data through the VDOE Single Sign-on for Web Systems and reports the data in the Special Education Annual Performance Report.

WHEN:

Data is reported annually by federal fiscal year.

13 INDICATOR: TIMELY DEVELOPMENT OF IEP FOR CHILDREN TRANSITIONING FROM EARLY INTERVENTION SERVICES

Percentage of Children Referred from Early Intervention to Special Education Services Whose IEP Was Developed in a Timely Manner



Source: Virginia Department of Education. "Special Education Performance Report." State Performance Plan/Annual Performance Report, Richmond, 2014-2018.

WHAT ARE THE TRENDS?

Since federal fiscal year 2005, the percentage of children referred by early intervention services to special education services who had an IEP in place in a timely manner has remained consistently high. Early childhood transition timeliness ranged from 89.3% in 2005 to 100% in 2010. Since 2006, results have been 97% or higher. From 2017 to 2018, the percentage was similarly greater than 99%.

WHO:

Of children who received early intervention services and were referred by early intervention services to special education services, the percentage for whom an Individualized Education Program (IEP) was developed in a timely manner. Timeliness is defined as having an IEP in place by the child's third birthday, or by the beginning of the school year if the toddler is age two by September 30. Early intervention services are services and supports for infants and toddlers under age three who have developmental delays or a high probability of delays.

HOW:

The Virginia Department of Education (VDOE) collects this data through the VDOE Single Sign-on for Web Systems and reports the data in the Special Education Annual Performance Report.

WHEN:

Data is collected from July 1 to June 30 and is reported annually by federal fiscal year.

METHODOLOGY

Below is a brief summary of the steps that VBPD took in creating the trend report:

1. Researched how other states and organizations measure service quality and quality of life: VBPD identified 9 states/regions that offered online public access to quality assurance data of services: Washington, D.C., Connecticut, Illinois, Louisiana, Massachusetts, Oregon, South Carolina, Tennessee, Washington. VBPD also identified several national scorecards including the United Cerebral Palsy (UCP) Case for Inclusion, and the State Scorecard on Long-Term Services and Supports. VBPD reviewed the data points that were reported, and the method through which they were presented. Many scorecards included data that related to quality of life, such as Washington D.C.'s Provider Certification Reviews, which included measures of individual rights protection; Connecticut's Quality Service Review, which included measures of relationships and community inclusion; and UCP's Case for Inclusion, which included measures of health and safety.

2. Reviewed academic literature on the measurement of quality of life for people with developmental disabilities: Academic literature discusses quality of life in terms of rights, choice or self-determination, community inclusion and interpersonal relationships, safety, health and wellness (including emotional, physical, and mental well-being), and satisfaction. Researchers agree that measuring outcomes from these different categories is important in determining whether people with DD are living their best lives, in addition to measuring their subjective satisfaction levels.

3. Reviewed agency state plans, policies, and procedures; federal benchmarks; and other national benchmarks: This

step helped in the identification and selection of indicators most relevant to Virginia's disability services system, as well as the identification of targets against which to meaningfully compare the data. VBPD initially intended to make systematic comparisons between Virginia data and other states' data, national data, and data for people without disabilities. Although such comparative data is available for some indicators, VBPD decided not to make this systematic comparison due to data limitations. For example, for some indicators, other states chose differing methodologies for measurement, so direct comparisons would be misleading. Direct comparisons with national average data which are based on these states' data would also be misleading. Additionally, data on people without disabilities does not exist for many indicators. For example, data on independent living is gathered for individuals with disabilities, but not for people without disabilities.

4. Identified data sources for reporting service and quality of life outcomes: VBPD first reviewed and compared data that was already publicly available online, in order to minimize the extent to which state agencies would need to provide additional data and to better ensure sustainability of the trend report. Next, VBPD solicited feedback from and discussed possibilities of data sharing with other agencies that serve the DD population: the Centers for Independent Living (CIL), the Department for Aging and Rehabilitative Services (DARS), the Department for the Blind and Vision Impaired (DBVI), the Department of Behavioral Health and Developmental Services (DBHDS), the Department of Medical Assistance Services (DMAS), and the Virginia Department of Education

SPECIAL THANKS TO THE AGENCIES AND ORGANIZATIONS THAT SHARED DATA AND PROVIDED FEEDBACK FOR THIS TREND REPORT:



STATE SPECIAL EDUCATION ADVISORY COMMITTEE (SSEAC)



VCU-RRTC-TRANSITION VCU-RRTC ON EMPLOYMENT OF TRANSITION-AGE YOUTH WITH DISABILITIES

(VDOE). Each agency expressed enthusiasm for the project, and some have offered to share additional data.

5. **Selected indicators:** Indicators that best addressed the three following categories were included in the trend report:

i) **Quality:** VBPD defined quality based largely on VBPD's statement of values and factors which researchers and other states have found important to measuring positive life and service outcomes for people with DD. VBPD's stated values, which are published in each annual policy assessment, are inherent dignity, presumed capacity, self-determination, integration, diversity, freedom from abuse and neglect, and fiscal responsibility. The quality of life areas identified by researchers and other states are listed in #2 above.

ii) **Satisfaction:** Satisfaction was identified by researchers as an important factor of measuring life and service outcomes, as identified in #2 above. VBPD separated satisfaction indicators from the "quality" category in order to highlight the importance of the experiences of the individuals being served and their families, recognize that satisfaction may be based on factors including but not limited to quality, and recognize that satisfaction may not necessarily mirror observable measures of quality due to its subjective nature.

iii) **Accessibility:** Accessibility is an important component of service delivery. If the service is inaccessible, then the quality of the service is moot. The accessibility of a service can be affected by factors such as funding levels and staffing levels, and can be observed via measures including but not limited to service wait times and cost to the beneficiary.

DATA SOURCE & LIMITATIONS

Trend arrows in the trend summary are based on percentage change over time, using the formula $((\#2 - \#1) / \#1) \times 100$, in which #2 is the most recent data point, and #1 is the less recent data point. For one-year trends, #1 is drawn from the previous year. For four-year trends, #1 is drawn from the year three years prior to the most recent data point, so that the time frame of interest spans a total of four years. Similarly for eight year trends, #1 is drawn from the year seven years prior to the most recent data point, so the time frame of interest spans a total of eight years. A change equal to or greater than 1.0 percent is indicated with “↑,” while a change equal to or less than -1.0 is indicated with “↓.” Any changes that are less than one percent in either direction (in other words, a change that is between -0.9 and 0.9) is indicated with “↔” in the trend summary. This one percent threshold does not indicate statistical significance, so it is possible that fluctuations greater or less than one percent were due to random chance. VBPD was unable to determine statistical significance due to limitations in data availability and staff resources.

Below are descriptions of the data sources from which this trend report draws data for Education indicators, as well as their limitations.

1) **Civil Rights Data Collection (CRDC):** The U.S. Department of Education Office of Civil Rights manages the Civil Rights Data Collection (CRDC). The CRDC has data from as early as 2000, but this trend report only includes data from the 2011-2012 school year onward because school participation requirements changed at that time. Beginning in school year 2011-2012, all school districts and schools, including alternative schools, charter schools, juvenile correctional facilities, and schools for students with disabilities were legally required to report their data for the CRDC to the U.S. Department of Education’s Office for Civil

Rights every other school year. This trend report uses the CRDC for the indicator named proportion of school-related arrests attributed to students with disabilities. Students with disabilities are students receiving services under Individuals with Disabilities Education Act (IDEA) or Section 504. All data is self-reported by schools and school districts, so incidents of school-related arrests may be under- or over-reported.

2) **Virginia Department of Education (VDOE) Cohort Build-A-Table:** This tool on VDOE’s website is publicly-accessible and provides cohort-based graduation rates. These rates can be refined by characteristics such as disability status, graduation rate type, and number of years after a student cohort entered 9th grade. This trend report used the tool to obtain four-year cohort Federal Graduation Indicator data for the indicator graduation rate for students with disabilities. Although graduation rate data was available from as early as 2008, this report excluded data from 2008 and 2009 because of changes in graduation rate calculation guidelines during this time. Federal Graduation Indicator guidelines are agreed upon by the Virginia Commonwealth and the United States Department of Education. The four-year cohort Federal Graduation Indicator data only counts the following students as graduates: students who graduated with a standard, advanced, or international baccalaureate (IB) diploma within four years of entering the 9th grade. Students who graduated with other diploma types or certificates are not counted as graduated for this indicator, even if they graduated within four years. When calculating the Federal Graduation Indicator, students with other diploma types are not included in the numerator, but they are counted in the denominator as part of the student population. Students who left the cohort through emigration, transfer, or death, and students who graduated after four years are excluded from both the numerator and denominator.

3) Virginia Department of Education (VDOE) Special Education State Performance Plan (SPP)/Annual Performance Report (APR):

The most recently published Special Education SPP/APR can be found on the VDOE website. VDOE collects data on students with Individualized Education Programs (IEPs) for their APR through the VDOE End of Year Report, Indicator 14 School Survey, December 1 Child Count, and the VDOE Single Sign-on for Web System. The U.S. Department of Education Grads 360 website houses Virginia's Special Education APR data from as early as federal fiscal year 2005. Virginia submits its APR data to the Grads 360 system in the February following the end of each federal fiscal year, and data is reported by federal fiscal year. This trend report uses the Special Education APR to gather data for the following indicators: preschool integration; school-age integration; disproportionate suspension and expulsion rates for students with IEPs; disproportionate suspension and expulsion rates by race/ethnicity for students with IEPs; post-high school rate of education, training, or employment; timely initial evaluation for special education services; and timely development of Individualized Education Program (IEP) for children transitioning from early intervention services. Because Special Education APR data only track students with IEPs, outcomes of students with disabilities who do not have IEPs are unknown.

This trend report's indicators on disproportionate suspension and expulsion rates report data on the school district level rather than on the individual student level. (All other trend report indicators are individual-level data.) Individual-level suspension and expulsion data can be found online through the VDOE Safe Schools Information Resource and on the Virginia State Quality Profile website. Additionally, it is important to note that in federal fiscal year 2013, calculation methodology changed from state average comparisons to risk ratios. Thus, although data prior to 2013 is available for these two indicators, that data was excluded.

4) Virginia Department of Education (VDOE) Test Results Build-A-Table: The Test Results Build-A-Table tool makes available to

the public outcomes of the Virginia's Standards of Learning (SOL) exams and other alternatives to the SOLs approved by the Virginia Board of Education for all Virginian students in grades 3 through 12. Data can be filtered by student characteristics, including whether the student has a disability. Students with disabilities are students receiving Individuals with Disabilities Education Act (IDEA) services. Data is reported by school year, and the earliest data available online is from school year 2005-2006.

This trend report's indicator reading SOL pass rates for students with disabilities is drawn from the Test Results Build-a-Table's reading SOL exam pass rate data. The indicator mathematics SOL pass rates for students with disabilities is drawn from the Test Results Build-a-Table's mathematics SOL pass rates. Only one test attempt is counted for each student each year. If a student fails their first attempt but passes a retest that same year, the passing attempt is counted. If a student fails the same test multiple times in one year, only the original failed attempt is counted. Test attempts by individuals who are no longer enrolled are not counted. Failed attempts by students in their first year of U.S. school enrollment are not counted as outlined in the No Child Left Behind Act provision on students who speak English as a second language, and as allowable under the Every Student Succeeds Act accountability standards.

Due to variation in test questions and student cohorts each year, variation in SOL pass rates are expected from year to year. As a result, one year trends may not be as meaningful as trends over greater periods of time. Four year and eight year trends may be more likely to illustrate changes in testing standards and teaching practices.



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