



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

Measuring Student Progress in Private Schools for Students with Disabilities

Report to the Chairman of the House Education and Appropriations Committees and the Senate Educational and Health and Finance Committees pursuant to Item 129 (G) of Chapter 2 of the *2019 Appropriation Act*.

JANUARY 1, 2020

DEPARTMENT OF SPECIAL EDUCATION AND STUDENT
SERVICES
DIVISION OF SCHOOL QUALITY, INSTRUCTION, AND
PERFORMANCE



Authority

This report has been prepared as a response to Item 129 (G) of Chapter 2 of the *2019 Appropriation Act*. The *Appropriation Act* designated the Virginia Department of Education (VDOE) to serve as the lead agency to collect and report data that will succinctly measure the progress and outcomes of students who have are placed in private provider settings by such students' public school of residence in Virginia or have been placed in a private provider facility by other legal means for which the Commonwealth is responsible for providing education. Additionally, the *Appropriation Act* required the VDOE, in collaboration with the Office of Children's Services (OCS), to establish an implementation advisory group to assist in refining the outcome measures for students with disabilities served in private schools for students with disabilities. The outcome measures to be refined are those outlined in the *Private Day Special Education Outcomes* report of findings and recommendations presented to the Chairman of the House Education and Appropriations Committees and the Senate Educational and Health and Finance Committees pursuant to Item 282 (O) of Chapter 2 of the *2018 Appropriation Act*, on November 1, 2018. Specifically, the outcome measures identified were student attendance rates, graduation rates, individual student progress improvement rates relative to student individual education plans, standardized test scores, return to public school setting percentages, suspension and expulsion rates, transition to enrolling in post-secondary education percentages, and parental and student perspectives.



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Executive Summary

The *2019 Appropriation Act* (Chapter 2, Item 129. G.) required that the following actions be undertaken:

1. The Department of Education shall serve as the lead agency to collect and report data that succinctly measures the progress and outcomes of students that are placed in private provider settings by such student's public school of residence in Virginia or have been placed in a private provider facility by other legal means for which the Commonwealth is responsible for providing education. In keeping with the November 1, 2018, Private Day Special Education Outcomes report's findings and recommendations, the data shall include at least student attendance rates, graduation rates, individual student progress improvement rates relative to student individual education plans, standardized test scores, return to public school setting percentages, suspension and expulsion rates, transition to enrolling in post-secondary education percentages, and parental and student perspectives.

2. The Department of Education, in collaboration with the Office of Children's Services, shall establish an implementation advisory group to assist in refining the outcome measures contained in paragraph G.1 of this item and the collection of any additional information that is beneficial in determining and measuring outcomes of such students in private day school settings that ensure a consistent set of comparable and compatible data relative to such data of students enrolled in the public schools in Virginia and who have an individualized education plan. The advisory workgroup shall include a representative number of various stakeholders that includes, but is not limited to, private day schools, local school divisions, associations that represent private providers, and others as necessary. The advisory group shall assist in the development of data collection protocols, requirements, and outcome reporting mechanisms. The relevant data shall be provided to the department annually by each private provider that receives state funding for the purpose of providing services as prescribed in such student's individualized education plan.

3. The department shall begin collecting outcome data for private day special education schools in the 2019-2020 school year, if possible, but no later than the 2020-2021 school year. If warranted, other state agencies shall provide appropriate support to facilitate the collection of such data. All public school divisions that have students enrolled in such a private provider facility shall include in their contract for services with the private provider a requirement for the department to receive the data necessary to satisfy the data collections and subsequent reporting requirements. The department shall report annually on the outcome data for students enrolled in special education private day schools to Chairmen of the House Appropriations, House Education, Senate Finance, and Senate Education and Health Committees by the first day of the regular General Assembly Session.



4. The Department of Education shall enter into a data sharing Memorandum of Understanding with the Office of Children's Services to allow linkage of specific student data to specific private day schools.


The 2019 *Appropriation Act* outlined that the advisory group shall include a representative number of various stakeholders that includes, but is not limited to, private day schools, local school divisions, associations that represent private providers, and others as necessary. As such, the members of the advisory group charged with defining how to measure student progress in private schools for students with disabilities consisted of representatives from private provider settings¹, local educational agencies, and the Virginia Association of Independent Specialized Education Facilities (VAISEF) and the Virginia Council of Private Education (VCPE). The advisory group also included representatives from the State Special Education Advisory Committee (SSEAC), the Virginia Board for People with Disabilities (VBPD), the Virginia Council of Administrators of Special Education (VCASE), the Parent Educational Advocacy Training Center (PEATC), and the Partnership for People with Disabilities Virginia Commonwealth University Center for Family Engagement (VCU-CFI). Additionally, the advisory group included parents of students with disabilities, representatives of the Office of Children's Services (OCS), and the Virginia Department of Education (VDOE).²

During the spring, summer and fall of 2019, the advisory committee meet over five sessions to discuss the existence of and/or the need for development of protocols for collecting and reporting on the outcome measures previously identified. In preparation for its deliberations, the advisory committee received a presentation from the VDOE's Office of Education Information Management (EIM) on what is currently collected at the VDOE level relevant to students placed in private provider settings. This presentation noted that historically, local educational agencies have been collecting data from private schools and reporting them in the Student Records Collection (SRC)³ using a generic code of 600; representing that the student's educational placement was in a private provider setting. Following discussion on how the data on certain identified outcome measures regarding a specific private school could be collected, all private schools have been assigned a specific school code by the VDOE EIM office to aide in that collection and tabulation of that data. After significant input from all stakeholders, the advisory committee considered modifications, additions, and deletions to the existing VDOE data collection elements on the following categories:

¹ This included representatives of private schools for students with disabilities that are accredited and those who have not received accreditation.

² A full, by name and representation, listing of participants in the advisory group can be found at Appendix A.

³ The Student Record Collection system enables the commonwealth and its school divisions to comply with the information and reporting requirements of the Every Student Succeeds Act (ESSA). The system also reduces the reporting burden on school divisions and ensures continuity and validity in all enrollment-based data collections.


- 
- Graduation Rates
 - Attendance
 - Individual Student Progress
 - Standardized Test Scores
 - Return to Public School Setting
 - Post-Secondary Transition
 - Suspension and Expulsion
 - Restraint and Seclusion
 - Parent Involvement
 - Student Perspectives

Background and Context

The *Code of Virginia* (§ 2.2-5211.B.1 and § 2.2-5211.B.2) establishes that: “Children and youth placed for purposes of special education in approved private school educational programs...” are in the target population for the *Children’s Service Act* state pool funds. Section 2.2-5211. C. establishes that “The General Assembly and the governing body of each county and city shall annually appropriate such sums of money as shall be sufficient to (i) provide special education services and foster care services for children and youth identified in subdivisions B 1, B 2, and B 3 and (ii) meet relevant federal mandates for the provision of these services....”

Private day schools provide comprehensive special education services for students with disabilities. Many provide services to students within certain disability groups, for example, autism, emotional disabilities, intellectual disabilities. For students, a private day school may provide a more structured environment and the opportunity to work on academic, behavioral, and social goals in a coordinated and integrated way that might not be possible in a public school setting. Some students display unsafe behaviors and learning challenges that cannot be addressed at the public school. The student’s IEP Team (a team of professionals familiar with a particular student’s needs and progress) makes the recommendation to place a student at a private day school. This recommendation often follows a public school’s multiple unsuccessful attempts at interventions and least restrictive environment changes to address the student’s needs.

In 2016, the *Appropriations Act* directed the State Executive Council (SEC) for the *Children’s Services Act* to review and develop a robust set of options for increasing the number of children placed for special education private day school services who later return to their public school settings. This included efforts to involve local public school districts to track and



monitor outcome data to assist in making decisions on the appropriate utilization of private day school services. The SEC commissioned a representative workgroup of stakeholders, which included many of those included in the current workgroup producing this report. The 2016 SEC report to the General Assembly (see RD429) included an option to “*identify and collect data on an array of measures to assess the efficacy of private special education day school placements.*” As part of ongoing consideration related to placement of students with educational disabilities in private day school programs, the 2018 General Assembly directed OCS, in coordination with VDOE, to facilitate a workgroup “to identify and define outcome measures to assess student’s progress in private day placements.”

The required workgroup met in four meetings in the summer and fall of 2018. There was considerable discussion regarding the wide variety and severity of disabilities among the population of students who require private day school placement. Because of this, some in the workgroup were concerned regarding the relevance of global outcome measures of the educational services provided in the private day school setting. Other workgroup members felt that private day schools should be assessed on similar outcome standards as those for public school services for students with disabilities, since public schools face similar challenges in serving this population of students. The 2018 workgroup’s findings and recommendations were presented to the Chairman of the House Education and Appropriations Committees and the Senate Educational and Health and Finance Committees pursuant to Item 282 (O) of Chapter 2 of the *2018 Appropriation Act* on November 1, 2018. Subsequently, the 2019 General Assembly passed HB 1700, which required that:

"G.1. The Department of Education shall serve as the lead agency to collect and report data that succinctly measures the progress and outcomes of students that are placed in private provider settings by such student's public school of residence in Virginia or have been placed in a private provider facility by other legal means for which the Commonwealth is responsible for providing education. In keeping with the November 1, 2018, Private Day Special Education Outcomes report's findings and recommendations, the data shall include at least student attendance rates, graduation rates, individual student progress improvement rates relative to student individual education plans, standardized test scores, return to public school setting percentages, suspension and expulsion rates, transition to enrolling in post-secondary education percentages, and parental and student perspectives. The department shall also include any additional information that is beneficial in determining and measuring outcomes of such students in private provider settings that ensure a consistent set of comparable and compatible data relative to such data of students enrolled in the public schools in Virginia and who have an individualized education plan. The relevant data shall be provided to the department annually by each private provider that receives state funding for the purpose of providing services as prescribed in such student's individualized education plan.



2. The department shall begin receiving and collecting all necessary data from each private provider that receives state funding beginning with the 2019-2020⁴ school year. If warranted, other state agencies shall provide appropriate support to facilitate the collection of such data. All public school divisions that have students enrolled in such a private provider facility shall include in their contract for services with the private provider a requirement for the department to receive the data necessary to satisfy the data collections and subsequent reporting. The department shall submit annually the collected data for each of the components of data collected by private provider to Chairmen of House Appropriations and Education and Senate Finance and Education and Health by the first day of the regular General Assembly Session.

3. The department and the Office of Children Services shall develop and implement a Memorandum of Understanding for data sharing with the designed purpose of linking outcome data to specific children so that the required reporting at the level of the private day school placement can be accomplished.

4. Both the department and the Office of Children Services shall have authority to implement these changes effective July 1, 2019, and prior to the completion of any regulatory process undertaken in order to effect such changes."

Outcome Measure 1: Graduation

Outcome Measure Defined

- Percentage of students eligible for graduation who were enrolled in a private school for students with disabilities for a minimum of 90 days in the graduation year and received a state recognized diploma⁵, General Educational Development Certificate (GED), or a certificate of program completion in accordance with the student's Individualized Education Program (IEP). This outcome shall be reported in the following categories:

⁴ 2019 *Appropriation Act* (Chapter 2, Item 129. G.) provided the VDOE latitude of starting collection in the 2019-2010 school year if possible, but not later than the 2020-2021 school year

⁵ While private schools for students with disabilities who have achieved accreditation through one of the Virginia Council of Private Education (VCPE) accrediting agencies can issue diplomas, such diplomas are not the equivalent of a state recognized diploma and, as such, must not be included in the reporting of graduation status. Therefore, private school administrators and LEAs should make every effort to ensure that, when appropriate, students who graduate with a state recognized diploma receive the diploma from the LEA responsible for the provision of a free appropriate public education (FAPE) to the student.



- Advanced Studies Diploma
 - Standard Diploma
 - Modified Standard Diploma⁶
 - Applied Studies Diploma
 - General Educational Development Certificate (GED)
 - Certificate of Program Completion
- Percentage of students who were enrolled in a private school for students with disabilities for a minimum of 90 school days in the graduation year and satisfied the on-time graduation benchmark set for students with disabilities.

Data Collection Process

- Local educational agencies (LEAs) are currently collecting graduation data in the Student Information System (SIS) and reporting the above identified graduation information for all students with disabilities enrolled in their school division under Indicator 1 of the State Performance Plan/Annual Performance Report.
- However, this graduation data can be extracted using student and private school specific identifiers (student State Testing Identifier (STI) numbers and school codes assigned by VDOE) from the SRC data system maintained by the VDOE. As such, there is no need to create an additional collection method for students who were, at the time of graduation, enrolled in a private school for students with disabilities.

Outcome Measure 2: Attendance

Outcome Measure Defined

- Percentage of students who were enrolled in a private school for students with disabilities for 90 school days within a consecutive school year whose percentage of attendance increased from prior placement;
- Percentage of students who were enrolled in the same private school for students with disabilities for six months or longer whose percentage of attendance has increased to at least 80 percent or more of the of the scheduled school days; and

⁶ The Modified Standard Diploma is not an option for students with disabilities who entered the ninth grade for the first time beginning in the 2013-2014 school year.



- Percentage of students enrolled in the same private school for students with disabilities for at least one full school year whose percentage of attendance has increased to at least 90 percent or more of the scheduled school days.

Data Collection Process

- As a requirement of their contracts with private schools for students with disabilities, LEAs are currently collecting attendance data on all students placed in private settings and entering that data into the Student Information System (SIS).
- Collection of student and/or private school specific attendance data from the SRC data system maintained by the VDOE using the student STI numbers and private school identification codes is already in place. As such, there is no need to create an additional collection method for students who were, at the time of graduation, enrolled in a private school for students with disabilities

Outcome Measure 3: Individual Student Progress

Outcome Measure Defined

- Measurement of student progress over time in the following four key domains:
 - communication skills and social functioning;
 - acquisition of knowledge and skills;
 - adaptive behavior; and
 - daily living skills and self-reliance.

Data Collection Process

- The Department of Education has begun consideration of documentation for this outcome measure and will continue to refine the process, policy and procedure for efficient collection of this data. Forms and collection requirements are subject to change.
- Initially, within 60 days of enrollment in a private school for students with disabilities, students will need to have an evaluation using a criterion-referenced measurement to gain base-line data on individual student level of functioning in the four domains identified. Thereafter, on an annual basis, students will need to have a reevaluation at a time determined appropriate (e.g., near the time of the annual IEP or during assessment cycles performed at the private day school) that student.



- Using the *Definitions for Outcome Ratings*⁷ scale, a rating of the student’s functioning level on each of the four domains, based on evaluation data and other supporting evidence, for each initial evaluation and reevaluation cycle will need entered onto the *Annual Student Improvement Measures and Summary* form⁸.
- As soon as possible upon notification or recommendation that a student will be exiting the private school for students with disabilities, the student will need reevaluation and a corresponding rating of the student’s functioning level on each of the four domains entered onto the *Annual Student Improvement Measures and Summary* form.
- For students who leave a private school for students with disabilities unexpectedly (e.g., parental withdrawal, death, or emergency change in placement), completion of an evaluation will not be possible. However, a rating for entry onto the *Annual Student Improvement Measures and Summary* form could still be determined by gathering feedback from the staff at the private school and the child’s IEP Team on how the student was functioning across settings and situations. The reason for such a rating would be annotated on the *Annual Student Improvement Measures and Summary* form and also that it was made without formal evaluation and the
- Private schools for students with disabilities will maintain the *Annual Student Improvement Measures and Summary* form in the student’s educational record and transmit it to the VDOE annually.

Outcome Measure 4: Standardized Test Scores

Outcome Measure Defined

- Percentage of students enrolled in private schools for students with disabilities who, in accordance with their Individualized Education Program (IEP), participated in the Virginia statewide assessment program in the following areas:
 - English/reading, and
 - Math
- Percentage of students enrolled in private schools for students with disabilities who, in accordance with their Individualized Education Program (IEP), received at proficient score on the Virginia statewide assessment program in the following areas:

⁷ A sample *Definitions for Outcome Ratings*⁷ scale created by the VDOE is located at Appendix B.

⁸ A sample *Annual Student Improvement Measures and Summary* form created by the VDOE is located at Appendix C.



- English/reading; and
- Math
- Percentage of students enrolled in private schools for students with disabilities who were identified to “opt-out” of state standardized tests by their parents or themselves; as an adult student (age 18 and above).

Data Collection Process

- LEAs are currently collecting and reporting data related to participation and performance on statewide assessments for all students with disabilities enrolled in their school division under Indicator 3 of the State Performance Plan/Annual Performance Report.
- However, this participation and performance on statewide assessments data can be extracted using student and private school specific identifiers (STI numbers and school codes) from the SRC data system maintained by the VDOE. As such, there is no need to create an additional collection method to determine the participation and performance on statewide assessments for students enrolled in a private school for students with disabilities.

Outcome Measure 5: Return to Public School Setting

Outcome Measure Defined

- Number and percentage of students who transitioned back to the public school setting from a private school for students with disabilities as specified in the placement determination of the student’s IEP Team. This measure will be reflective of the number and percentage of each grade level (elementary, middle, high).

Data Collection Process

- LEAs are currently collecting and reporting data related to identified educational placement information for all students with disabilities enrolled in their school division under Indicator 5c of the State Performance Plan/Annual Performance Report.
- However, this placement data can be extracted using student and private school specific identifiers (STI numbers and school codes assigned by VDOE) from the SRC data system maintained by the VDOE. As such, there is no need to create an



additional collection method for students enrolled in a private school for students with disabilities and have transitioned back to the public school setting.

Outcome Measure 6: Post-Secondary Transition

Outcome Measure Defined

- Percentage of students with disabilities no longer in secondary school with IEPs in effect at the time they left school who were:
 - Enrolled in higher education within one year of leaving high school.
 - Enrolled in higher education or competitively employed within one year of leaving high school.
 - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of exiting high school.

Data Collection Process

- Local educational agencies are currently use a self-designed survey to collect and report the above identified post-secondary information for all students with disabilities enrolled in their school division in satisfaction of Indicator 14 of the State Performance Plan/Annual Performance Report.
- This data can be extracted using student and private school specific information from the SRC data system maintained by the VDOE. As such, there is no need to create an additional collection method for students who were enrolled in a private school for students with disabilities when they exited secondary schooling.

Outcome Measure 7: Suspension and Expulsion

Outcome Measure Defined

- Percentage of students suspended or expelled greater than ten days in a school year.

Data Collection Process

- Private schools are currently required under the provisions of the *Regulations Governing the Operation of Private Schools for Students with Disabilities*, at 8VAC20-671-620.C, which



state, in part, that “[w]hen a publicly placed student is suspended or expelled, the student's home school division shall be notified within 24 hours.”

- Local educational agencies are currently required to collect and report suspension and expulsion information for all students with disabilities enrolled in their school division in satisfaction of Indicator 4 of the State Performance Plan/Annual Performance Report.
- This data can be extracted using student and private school specific information from the SRC data system maintained by the VDOE. As such, there is no need to create an additional collection method for students who were suspended or expelled while enrolled in a private school for students with disabilities.

Outcome Measure 8: Restraint and Seclusion

Outcome Measure Defined

- Annual collection of the number of restraint and seclusion occurrences, disaggregated by each student enrolled in a private school for students with disabilities as required by the *Regulations Governing the Operation of Private Schools for Students with Disabilities*, at 8VAC20-671-660.B.11, which state that “[s]chools shall collect and annually report to the department the number of times restraint and seclusion were used during the school year. The data shall be disaggregated by students and number of occurrences.”

Data Collection Process

- The *Regulations Governing the Operation of Private Schools for Students with Disabilities*, at 8VAC20-671-660.B.9, require that a student's home school division and placing agency shall be informed of any restraint or seclusion performed on a students as soon as possible but within 24 hours of the occurrence. As such, LEAs are already receiving this data and entering it into in the Student Information System (SIS) and SRC.
- This data can be extracted using student and private school specific information from the SRC data system maintained by the VDOE. As such, there is no need to create an additional collection method for students who were suspended or expelled while enrolled in a private school for students with disabilities.



Outcome Measure 9: Parent Involvement Survey

Outcome Measure Defined

- Survey parents of students enrolled in private schools for students with disabilities to assess their satisfaction with and obtain feedback regarding their child's experience in the private school environment.

Data Collection Process

- In satisfaction of Indicator 8 of the State Performance Plan/Annual Performance Report, VDOE provides the LEAs with a survey designed to measure the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The VDOE will modify/augment this survey to identify parents of students placed in a private school for students with disabilities, as well as in which private school the student was enrolled at the time of the survey submission.
- The LEAs disseminate the survey to the parent of each child with a disability enrolled within the LEA, to include those placed in private settings, and the parent returns it, via a self-addressed stamped envelope, to the VDOE for entry into a database.

Outcome Measure 10: Student Survey

Outcome Measure Defined

- Survey students enrolled in private schools for students with disabilities to assess their satisfaction with and obtain feedback regarding their child's experience in the private school environment.

Data Collection Process

- The VDOE will modify the survey used to obtain parent feedback to include a section for students to provide their own perspective on their experience in the private school environment.



Memorandum of Understanding (MOU) between VDOE and OCS

The VDOE and OCS have not identified new data required for the collection requirements outlined above. At this time the agencies are in agreement that an MOU is not required to fulfill the obligations identified in this report.

Next Steps

Additional activities are necessary to ensure valid and reliable data collection beginning with the 2020-2021 school year. These activities include:

- Continued review and evaluation of data submissions during the 2019-2020 school year.
- Continued training of LEA staff on the new data entry requirements for loading the data into the SRC by individual private school codes.
- Training of private school staff on new data submission requirements.
- Training of private school staff on the requirements associated with Outcome Measure 3 – Individual Student Progress.
- Modification of the parent and student survey.



Appendix A

Measuring Student Progress in Private Schools for Students with Disabilities Implementation Advisory Group Members

- Liz Allen, Director, Rivermont Schools, Virginia Association of Independent Specialized Education Facilities
- Susan Aylor, Director of Special Education, Orange County Public Schools, Virginia Council of Administrators for Special Education (VCASE)
- Sheila Bailey, Executive Director, VCASE
- Danielle Basham, Private School Monitoring Specialist, Virginia Department of Education (VDOE)
- Tammy Burns, Parent, Parent Educational Advocacy Training Center (PEATC)
- Adam Cahuantzi Program Manager, Multi-Agency Services, Fairfax County Public Schools
- Sean Campbell, Parent
- Lisa Crafton, Administrative Assistant, VDOE
- Donice Davenport, Special Education Director, Henrico County Public Schools
- George Drewry, Principal, Gateway Private School – Montross
- Wendy Fitch, Director, Plan Bee Academy
- Christine Germeyer, Parent, State Special Education Advisory Committee (SSEAC)
- Andrew Greenidge,
- Elizabeth Heath, Director of Special Education, Alleghany County Public Schools
- Samantha Hollins, Assistant Superintendent, Department of Special Education and Student Services, VDOE
- Heidi Lawyer, Executive Director, Virginia Board for People with Disabilities
- Chuck Longerbeam, Head of School, Elk Hill-Charlottesville School, Virginia Association of Independent Specialized Education Facilities
- Melanie Lore, Education Data Specialist, Office of Education Information Management (EIM), VDOE
- Katherine Means, Quality Assurance Specialist Virginia Home for Boys and Girls, Virginia Association of Independent Specialized Education Facilities
- Veronica Meyers, Director of Education, Youth for Tomorrow, Virginia Association of Independent Specialized Education Facilities
- Jim McGee, Quality assurance Rivermont Schools, President, VAISEF
- Hank Millward, Director, Office of Specialized Education Facilities and Family Engagement, SESS, VDOE



- Eli Newcombe, Director of Education, Faison Private School, Virginia Association of Independent Specialized Education Facilities
- Christina Owens, Private School Monitoring Specialist, VDOE
- Jeffery Phenicie, Director, Office of Special Education Program Improvement (SEPI), SESS, VDOE
- Wade Puryear, Vice President of Education Charterhouse School, United Methodist Family Services of Virginia, VAISEF
- Scott Reiner, Executive Director, Office of Children's Services
- Kristi Schabo, Program Consultant, Office of Children's Services
- Karen Schonauer, Private School Monitoring Specialist, VDOE
- Renee Soniat, Parent, Partnership for People with Disabilities, Virginia Commonwealth University, Center for Family Involvement & Virginia Commonwealth University
- Michael Triggs, CEO/Managing Director, Hughes Center, Virginia Association of Independent Specialized Education Facilities
- Jeremy Ulderich, Grafton Private School - Winchester
- Sarah Ulmer, Principal, Grafton Private School - Richmond
- Jennifer Waggener, Director of Exceptional Education, Goochland County Public Schools
- Erin Welch, Stafford County Public Schools
- Susan Williams, Director, EIM, VDOE



Appendix B

Definitions for Outcome Ratings: For Use with the Student Improvement Measures and Summary

| | |
|---|---|
| 7 | <ul style="list-style-type: none">• Student shows functioning <i>expected</i> for his or her age in <i>all or almost all</i> everyday situations that are part of the student’s life. Functioning is considered <i>appropriate</i> for his or her age.• <i>There are no concerns</i> about the student’s functioning in this outcome area. |
| 6 | <ul style="list-style-type: none">• Student’s functioning is <i>generally</i> considered appropriate and significant progress has been made in the student’s functioning in this outcome area <i>most of the time and/or in most settings and situations</i> but there are still concerns. These concerns suggest <i>continued monitoring</i>.• Student’s functioning in this outcome area is <i>independent without supports</i> but needs some <i>monitoring for consistency</i>. |
| 5 | <ul style="list-style-type: none">• Student’s functioning is <i>occasionally considered appropriate</i> and progress has been made in the student’s functioning in this outcome area <i>some of the time and/or in some settings and situations</i> but there are still concerns.• Student’s functioning in this outcome area is <i>emerging with more independence</i> but still requires <i>monitoring and additional support</i>. |
| 4 | <ul style="list-style-type: none">• Student is demonstrating <i>occasional functioning</i> expected of a student at his or her age in <i>more</i> settings and/or situations <i>with prompting or support</i>.• Student’s functioning in this outcome area is <i>emerging with minimal prompting or support</i>. |
| 3 | <ul style="list-style-type: none">• Student is demonstrating <i>minimal functioning</i> expected of a student at his or her age in <i>some</i> settings and/or situations <i>with prompting or support</i>.• Student’s functioning in this outcome area is <i>starting to emerge with significant prompting or support</i>. |
| 2 | <ul style="list-style-type: none">• Student is demonstrating <i>very minimal functioning</i> expected of a student at his or her age in <i>occasional</i> settings and/or situations <i>with significant prompting and support</i>.• <i>Very minimal progress</i> has been made in the student’s functioning in this outcome area. |
| 1 | <ul style="list-style-type: none">• Student does <i>not yet</i> show functioning expected of a student at his or her age in <i>any</i> situation. <i>Does not demonstrate even minimal skills</i> in any settings and/or situations even with significant prompting and support.• There are <i>significant concerns</i> about the student’s functioning in this outcome area. |



Appendix C

Annual Student Improvement Measures and Summary: Private Day Schools Placements

These measures and summary are used to report student progress made annually and at the time exit from private day school placement. An initial measure is to be completed within 60 days of enrollment, after which ratings will be applied annually thereafter at a time determined appropriate for the student (e.g., near the time of the annual IEP or during assessment cycles performed at the private day school). The exit data will be measured only if a student has been in the private day school for at least 6 months or more. The exit rating is to be completed within the last 30 days prior to exiting. A rating and supporting evidence are documented on the following four pages. Ratings are then transferred to this front page.

Student Full Name

ID Number

State Testing ID

Date of Birth

Age at Entry years, months

Age at Exit years, months

Date of Entry

Date of Exit

Primary Disability at Entry

Primary Disability at Exit

SUMMARIZED ANNUAL RATINGS

| Rating Period (date) | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Life Event Code |
|----------------------|--|--|--|--|----------------------|
| (Initial Rating) | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
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| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |
| <input type="text"/> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="text"/> |



OUTCOME 1

**DEVELOPMENT OF COMMUNICATION SKILLS, SOCIAL RELATIONS,
AND OVERALL SOCIAL FUNCTION**

To what extent has the student acquired new communication skills (for use with peers and adults), and further developed social relations and overall social function?
(Check one number. Transfer the rating to Outcome 1, on page 1.)

| Rating Period (date) | Source (Assessment Name, Data Used, etc.) | Rating (Check One) | Comments |
|----------------------|---|--|----------|
| Initial Rating | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |

RATING SCALE
*See Definitions of Outcome Ratings

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|---------|----------------|---|---|---|---|------------------|
| Not yet | ----->Emerging | | | | | ----->Completely |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



**OUTCOME 2
ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING LITERACY)**

To what extent has the student acquired key knowledge and skills appropriate to both their developmental and grade level, such as activities related to visual-spatial, problem-solving, number, and literacy skills? (Check one number. Transfer the rating to Outcome 2, on page 1.)

| Rating Period (date) | Source (Assessment Name, Data Used, etc.) | Rating (Check One) | Comments |
|----------------------|---|--|----------|
| Initial Rating | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |

RATING SCALE
*See Definitions of Outcome Ratings

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|----------------|-----------------|---|---|---|---|-------------------|
| Not yet -----> | Emerging -----> | | | | | -----> Completely |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



**OUTCOME 3
USE OF APPROPRIATE, ADAPTIVE BEHAVIOR (INCLUDING BEHAVIOR THAT INTERFERES
WITH EDUCATIONAL SERVICES AND DEVELOPMENT OF COPING SKILLS)**

To what extent does the student self-regulate, self-manage, and use coping strategies to allow him/her to participate in educational services without interfering behavior? (Check one number. Transfer the rating to Outcome 3, on page 1.)

| Rating Period (date) | Source (Assessment Name, Data Used, etc.) | Rating (Check One) | Comments |
|----------------------|---|--|----------|
| Initial Rating | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |

RATING SCALE
*See Definitions of Outcome Ratings

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|---------|--------|----------|--------|------------|
| Not yet | -----> | Emerging | -----> | Completely |
| 1 | 2 | 3 | 4 | 5 6 7 |



**OUTCOME 4
DEVELOPMENT OF DAILY LIVING AND SKILLS OF SELF-RELIANCE
AND SELF-DETERMINATION**

To what extent has the student acquired new skills related to a life of greater independence, such as activities of daily living, developing additional capacity for self-reliance, and building self-advocacy skills? (Check one number. Transfer the rating to Outcome 4, on page 1.)

| Rating Period (date) | Source (Assessment Name, Data Used, etc.) | Rating (Check One) | Comments |
|----------------------|---|--|----------|
| Initial Rating | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |
| | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | |

RATING SCALE
*See Definitions of Outcome Ratings

| | | | | |
|---------|--------|----------|--------|------------|
| Not yet | -----> | Emerging | -----> | Completely |
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | | | |