

**ANNUAL REPORT ON THE OUTCOME DATA
MEASURING STUDENT PROGRESS FOR STUDENTS WITH
DISABILITIES ENROLLED IN SPECIAL EDUCATION
PRIVATE DAY SCHOOLS**

**REPORT TO THE CHAIRMEN OF THE HOUSE APPROPRIATIONS, HOUSE EDUCATION,
SENATE FINANCE, AND SENATE EDUCATION AND HEALTH COMMITTEES PURSUANT TO
ITEM 129 (G) OF CHAPTER 2 OF THE 2019 APPROPRIATIONS ACT AND ITEM 138.G.6 OF
CHAPTER 552 OF THE 2021 APPROPRIATIONS ACT**

Presented to:

Virginia General Assembly

Virginia Department of Education

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AUTHORITY

This report has been prepared as a response to Item 129 (G) of Chapter 854 of the 2019 *Appropriations Act* and Section 138.G of HB1800 (Chapter 552). The 2019 *Appropriations 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 with disabilities who 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 2019 *Appropriations 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 were 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 *Appropriations Act*, on November 1, 2018. Specifically, the outcome measures identified were: (i) student attendance rates; (ii) graduation rates; (iii) individual student progress improvement rates relative to student individual education plans; (iv) standardized test scores; (v) return to public school setting percentages; (vi) suspension and expulsion rates; (vii) transition to enrolling in postsecondary education percentages; and (viii) parental and student perspectives. Subsequently, the 2021 General Assembly amended Section 138.G of HB1800 (Chapter 552) to include subsection 138.G.6, which charged the VDOE with collecting and publishing data annually from each private special education day school on the following additional elements: (i) the number of teachers who are not fully endorsed in the content that they are teaching; (ii) the number of teachers who have less than one year of classroom experience; (iii) the number of teachers who are provisionally licensed; (iv) the type of academic credentials attained by each teacher and in what subjects; (v) the number of career and technical education credentials conferred by each school on its graduating students in each of the three prior academic years; (vi) each school's accreditation status, including the accrediting body; and (vii) the number of incidents of restraint and seclusion occurring in each of the previous three academic years.

EXECUTIVE SUMMARY

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 Services 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 private day schools provide services to students within specific disability groups, including, autism, emotional disabilities, and 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 are unable to be addressed at the public school. The student's Individualized Education Program (IEP) Team (a team of professionals familiar with a particular student's needs and progress) makes the recommendation to serve a student at a private day school, in keeping with the requirements of the *Individuals with Disabilities Education Act* (IDEA) and state special education regulations that require students to receive a free and appropriate education in their least restrictive environment.

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 integration of children receiving special education private day treatment services into their home school districts. 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 (refer to 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 the Office of Children's Services (OCS), in coordination with the 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 *Appropriations Act* on November 1, 2018. Subsequently, the 2019 General Assembly passed HB 1700, which states, in Item 129 (G) of Chapter 854 of the 2019 *Appropriations Act*:

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.

G.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.

G.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.

G.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.

G.5. The Department of Education and the Office of Children's 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.

During the spring, summer, and fall of 2019, the advisory committee met 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)¹ 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 the 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) graduation rates; (2) attendance; (3) individual student progress; (4) standardized test scores; (5) return to public school setting; (6) postsecondary transition; (7) suspension and expulsion; (8) restraint and seclusion; (9) parent satisfaction; and (10) student perspectives.

Additionally, the 2021 General Assembly amended Section 138.G of HB1800 (Chapter 552) to include 138.G.6, which states:

G.6. The Department of Education shall collect and publish data annually from each private special education day school on: (i) the number of teachers who are not fully endorsed in the content that they are teaching; (ii) the number of teachers who have less than one year of classroom experience; (iii) the number of teachers who are provisionally licensed; (iv) the type of academic credentials attained by each teacher and in what subjects; (v) the number of career and technical education credentials conferred by each school on its graduating students in each of the three prior academic years; (vi) each school's accreditation status, including the accrediting body; and (vii) the number of incidents of restraint and seclusion occurring in each of the previous three academic years.

DATA PRESENTATION

The data reflected below has been collected from the Student Records Collection (SRC), maintained by the VDOE, for Outcome Measures #1, #2, #4, #5, #7, and #8 (as detailed in the previous section) or has been self-reported by the private schools for students with disabilities licensed by the VDOE, in that some information, such as that required for Outcome Measures #3 and #11 through #16, are not collected through the SRC. The data for Outcome Measure #6 was collected from the Virginia Commonwealth University (VCU) Rehabilitation Research and Training Center (RRTC), which collects and reports on postsecondary outcomes for all students with disabilities within the Commonwealth. Data for the Outcome Measures #9 and #10 were collected through a survey developed by the VDOE.

¹ The Student Record Collection (SRC) 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.

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 diploma², 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:
 - Advanced Studies Diploma
 - Standard Diploma
 - Modified Standard Diploma³
 - 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 Presentation:

GRADUATION DIPLOMA TYPE

(Total Number of Eligible Graduates: **517**)

Percentage of Potential Graduates that Received a Diploma: **48.4%**)

Diploma Type	Total Number of Diplomas
Advanced	4
Standard	87
Modified	0
Applied Studies	154
GED	3
Certificate	2
Total	250

ON-TIME GRADUATION RATE

Total Number of Graduates	Number of Graduates Meeting the On-Time Graduation Benchmark	Percentage
250	11	4.4%

² 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, are not included in the reporting of graduation status.

³ 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.

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
- 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 Presentation:

ATTENDANCE REPORTING SY 2021-2022

Outcome Measure	Total Number of Students	Total Number of Students Whose Attendance Increased to the Required Percentage	Percentage
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.	328	220	67.1%
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 scheduled school days.	4,043	3,659	90.5%
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.	2,564	2,089	81.5%

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.

Individual Student Progress is an accountability measure focused on the improved performance of children with disabilities who are placed in a Virginia Department of Education (VDOE) licensed private school for students with disabilities. In order to accurately and systematically collect data on student progress in the aforementioned four domains, the VDOE Office of Facilities and Family Engagement, in collaboration with the VDOE Office of System Development and Databases, developed a data entry system, Student Improvement Measures and Summary (SIMS), so that designated school personnel may report student progress ratings using the VDOE Single Sign-on for Web Systems (SSWS) portal.

The SIMS process is based on the subjective determination of a team of individuals rating each child on a seven-point scale upon entry into and exit from a private school for students with disabilities. Team members consider family input, results from age-anchoring assessments, and professional expertise in determining the numerical rating. The Student Progress Measures and Summary Form and the Decision Tree for Student Improvement Measures and Summary Rating assisted the team in considering the child’s functioning in comparison to non-disabled peers.

SIMS ratings are completed for all students who are placed in private provider settings by the 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 other words, this data was collected for all students with disabilities being served in private schools who were publicly placed in a private school, and therefore publicly funded.

All eligible students who received six months or more of services in a private provider setting received ratings. Entry ratings were made within 60 days of enrollment in a private school for students with disabilities. Annually, students received a reevaluation at the end of the school year. An exit rating is to be completed within the last 30 days prior to exiting if possible, or within a month of exit if the student withdraws from the private provider setting unexpectedly. It is important to note that the annual and exit ratings are not to be completed unless the student was enrolled in the program for at least six consecutive months prior to enrollment. As such, not every student enrolled in a private school for students with disabilities licensed by the VDOE will have a rating in the 2021-2022 SY. Reporting of progress means that the child has acquired at least one new skill or behavior related to within the respective domain.

Data Presentation:

INDIVIDUAL STUDENT PROGRESS SY 2021-2022

	Domain 1	Domain 2	Domain 3	Domain 4
	Development of Communication Skills, Social Relations, and Overall Social Function	Acquisition and Use of Knowledge and Skills (Including Literacy)	Use of Appropriate, Adaptive Behavior (Including Behavior that Interferes with Educational Services and Development of Coping Skills)	Development of Daily Living Skills and Skills in Self-Reliance and Self-Determination

# of Students Assessed Using the SIMS Process	Percentage of Students Reported as Demonstrating Progress			
	2,476	93.9%	95.7%	92.9%

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:
 - English/reading; and
 - Math

Data Presentation:

PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM OVERALL TOTALS

Total Number of Students with an IEP Requiring Participation in a Virginia Assessment	Total Number of Students Who Participated in the Statewide Assessment Program	Percentage
4,768	4,168	87.4%

PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM READING TOTALS

Outcome Measure: Participation in the Virginia Statewide Assessment Program	Total Number of Students with an IEP Requiring Participation in a Virginia Assessment	Total Number of Students Who Participated in the Statewide Assessment Program	Percentage
Standards of Learning (SOL)	1,547	1,394	90.1%
Virginia Alternate Assessment Program (VAAP)	670	542	80.1%
READING TOTALS	2,217	1,936	87.3%

PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM
MATHEMATICS TOTALS

Outcome Measure: Participation in the Virginia Statewide Assessment Program	Total Number of Students with an IEP Requiring Participation in a Virginia Assessment	Total Number of Students Who Participated in the Statewide Assessment Program	Percentage
Standards of Learning (SOL)	1,861	1,673	90.0%
Virginia Alternate Assessment Program (VAAP)	690	559	81.0%
MATHEMATICS TOTALS	2,551	2,232	87.5%

**RECEIVING A PROFICIENT SCORE ON THE VIRGINIA STATEWIDE ASSESSMENT
PROGRAM IN ENGLISH/READING AND MATHEMATICS**
OVERALL TOTALS

Total Number of Students Who Participated in the Statewide Assessment Program	Total Number of Students Who Received a Proficient Score on the Statewide Assessment Program SOL	Percentage
4,168	943	22.6%

**RECEIVING A PROFICIENT SCORE ON THE VIRGINIA STATEWIDE ASSESSMENT
PROGRAM IN ENGLISH/READING AND MATHEMATICS**
READING TOTALS

	# of Participants	# w/ Proficient Score	Percentage
Standards of Learning (SOL)	1,394	291	20.9%
Virginia Alternate Assessment Program (VAAP)	542	290	53.5%
READING TOTALS	1,936	581	30.0%

**RECEIVING A PROFICIENT SCORE ON THE VIRGINIA STATEWIDE ASSESSMENT
PROGRAM IN ENGLISH/READING AND MATHEMATICS**
MATHEMATICS TOTALS

	# of Participants	# w/ Proficient Score	Percentage
Standards of Learning (SOL)	1,673	97	5.8%
Virginia Alternate Assessment Program (VAAP)	559	265	47.4%
MATHEMATICS TOTALS	2,232	362	16.2%

STUDENTS WITH DISABILITIES WHO WERE “OPTED OUT”⁴ OF THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM IN ENGLISH/READING AND MATHEMATICS
OVERALL TOTALS

Total Number of Students with an IEP Requiring Participation in a Virginia Assessment	Total Number of Students Who Opted Out of the Statewide Assessment Program	Percentage
4,768	600	12.3%

STUDENTS WITH DISABILITIES WHO WERE “OPTED OUT” OF THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM IN ENGLISH/READING AND MATHEMATICS
READING TOTALS

	# of Required Participants	# Opted Out	Percentage
Standards of Learning (SOL)	1,547	153	10.0%
Virginia Alternate Assessment Program (VAAP)	670	128	19.1%
READING TOTALS	2,217	281	12.7%

STUDENTS WITH DISABILITIES WHO WERE “OPTED OUT” OF THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM IN ENGLISH/READING AND MATHEMATICS
MATHEMATICS TOTALS

	# of Required Participants	# Opted Out	Percentage
Standards of Learning (SOL)	1,861	188	10.1%
Virginia Alternate Assessment Program (VAAP)	690	131	19.0%
MATHEMATICS TOTALS	2,551	319	12.5%

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 Presentation:

RETURN TO PUBLIC SCHOOL SY 2021-2022

⁴ Virginia law does not provide for students to ‘opt out’ of the SOL tests. However, Virginia law does allow parents, or adult students, to refuse participation in SOL testing for their children, or themselves, as appropriate.

Grade Level	Number of Students in Private Placements in School Year 2021-2022	Number of Students Returned to Public School in School Year 2021-2022	Percentage
Grade 1	79	2	2.5%
Grade 2	128	6	4.7%
Grade 3	164	13	7.9%
Grade 4	250	15	6.0%
Grade 5	288	18	6.3%
Total Elementary School	909	54	5.9%
Grade Level	Number of Students in Private Placements in School Year 2021-2022	Number of Students Returned to Public School in School Year 2021-2022	Percentage
Grade 6	309	30	9.7%
Grade 7	369	31	8.4%
Grade 8	448	39	8.7 %
Total Middle School	1,126	100	8.9%
Grade Level	Number of Students in Private Placements in School Year 2021-2022	Number of Students Returned to Public School in School Year 2021-2022	Percentage
Grade 9	591	68	11.5%
Grade 10	556	61	11.0%
Grade 11	399	38	9.5%
Grade 12	744	91	12.2%
Total High School	2,290	258	11.3%
Total Student Population	4,325	412	9.5%

OUTCOME MEASURE #6 – POSTSECONDARY 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 Presentation:

SECONDARY TRANSITION OUTCOMES SURVEY NUMBERS

Number of Graduates SY 2021-2022	Number of Surveys Attempted	Percentage of Graduates Attempted	Number of Surveys Completed	Response Rate Percentage
297	142	47.8%	83	53.5%

SECONDARY TRANSITION OUTCOMES BY CATEGORY

Outcome Measure	Number of Graduates	Indicator Percentage	State Target Percentage
Enrolled in higher education within one year of leaving high school.	9	10.8%	35%
Enrolled in higher education, or competitively employed, within one year of leaving high school.	39	47.0%	65%
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.	50	60.2%	72%

OUTCOME MEASURE #7 – SUSPENSION AND EXPULSION

Outcome Measure Defined:

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

Data Presentation:

SUSPENSION AND EXPULSION

Number of Students Suspended Greater Than Ten Days	Percentage
291	6.7%

Number of Students Expelled Greater Than Ten Days	Percentage
0	< 1%

OUTCOME MEASURE #8 – RESTRAINT AND SECLUSION

Outcome Measure Defined:

- Annual collection of the number of restraint and seclusion occurrences, as required by the *Regulations Governing the Operation of Private Schools for Students with Disabilities*, at 8VAC20-671-660.B.11, occurring in each of the previous three academic years.

Data Presentation:

RESTRAINT AND SECLUSION SY 2018-2018 Through SY 2021-2022

School Year	Total Number of Restraints	Total Number of Seclusions
2021-2022	5,618	2,004
2020-2021	4,114	1,834
2019-2020	10,688	7,203
2018-2019	13,371	5,835
2017-2018	14,486	5,641

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 Presentation:

Parent Survey Responses

Total Number of Surveys Completed: 302

RESPONSES TO QUESTIONS

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child’s school helped me become involved to improve services and results for my child with a disability.	142	95	33	6	5	21
I was comfortable asking questions, discussing my child’s progress, and expressing concerns about my child’s special education program and services.	189	67	21	2	2	21
My child’s private school and I participated in regular “two way” communication throughout the school year.	179	70	26	4	2	21
I was provided information about school and community resources, supports, and services available to me to obtain assistance and information on the special education process.	131	90	39	15	6	21
I was given information about the service and placement options available to my child and was offered the opportunity to ask questions during special education meetings.	153	90	24	7	6	22

OUTCOME MEASURE #10 – STUDENT PERSPECTIVE SURVEY

Outcome Measure Defined:

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

Data Presentation:

Student Perspective Survey Responses

Total Number of Surveys Completed: 255

RESPONSES TO QUESTIONS

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I feel welcomed in my private school.	84	103	34	9	6	19
Teachers and other adults at this school care about me and want me to succeed.	115	88	26	5	2	19
I am making progress in my school work since being in this school.	97	96	35	5	3	19
My behavior has improved since being in this school.	83	79	58	6	7	22
I am ready to go back to my home school.	60	46	43	34	56	16

OUTCOME MEASURE #11 – TEACHER ENDORSEMENT

Outcome Measure Defined:

- The number of teachers in private special education day schools licensed by the Virginia Department of Education who are not fully endorsed in the content that they are teaching.

Data Presentation:

Number of teachers not fully endorsed in the content area that they are teaching:⁵ **185**

OUTCOME MEASURE #12 – TEACHER EXPERIENCE

Outcome Measure Defined:

- The number of teachers in private special education day schools licensed by the Virginia Department of Education who have less than one year of classroom experience.

Data Presentation:

TEACHER CLASSROOM EXPERIENCE

Number of Teachers with Less Than One Year of Classroom Experience	Number of Teachers with 2-5 Years of Classroom Experience	Number of Teachers with 6-10 Years of Classroom Experience	Number of Teachers with More Than 10 Years of Classroom Experience
48	177	114	245

OUTCOME MEASURE #13 – PROVISIONALLY LICENSED TEACHERS

Outcome Measure Defined:

- The number of teachers who are provisionally licensed.

Data Presentation:

Provisionally Licensed Teachers

⁵ This number includes staff members who are assigned as long-term substitutes.

Number of Teachers Employed in Private Schools for Students with Disabilities who are Provisionally Licensed: **176**

OUTCOME MEASURE #14 – TEACHER CREDENTIALS

Outcome Measure Defined:

- The type of academic credentials attained by each teacher in private special education day schools licensed by the Virginia Department of Education and in what subjects.

Data Presentation:

TEACHING LICENSE HELD⁶

Division Superintendent	Collegiate Professional	Post-Graduate Professional	Technical Professional	Pupil Personnel Services	School Manager	Other
1	163	373	7	3	0	15

OTHER CREDENTIALS HELD

Board Certified Behavior Analyst (BCBA)	Registered Behavior Technician (RBT)
55	14

Subjects Reflected on Teacher Licenses	Number of Teachers
Special Education, K-12 (General Education/Adapted/Disability Specific)	504
Reading Specialist	4
Administration and Supervision, PreK-12	56
Elementary School Principal	4
Early/Primary Education, PreK-3(4)	11
Elementary, PreK-6 and Grades 4-7	36
Middle Education, Grades 4-8	9
Middle 6-8 English	8
Middle 6-8 Math	8
Middle 6-8 Science	6
Middle 6-8 History	6
High School English	19
High School Math	7
High School Science	0
High School History & Social Science	18
Algebra 1	5
Biology	4
Earth and Space Science	4
Psychology	0
Health and Physical Education	16

⁶ This does not include teachers who are provisionally licensed. Data on provisionally licensed teachers is reflected in Outcome Measure #13 above.

Subjects Reflected on Teacher Licenses	Number of Teachers
Barbering	0
Cosmetology	1
Culinary	2
Horticulture	0
Carpentry	0
Visual Arts, PreK-12	6
Agricultural Education	1
Technology Education	1
Computer Science	3
Family Consumer Science	5
Marketing Education	1
Business and Information Technology	2

OUTCOME MEASURE #15 – CAREER AND TECHNICAL EDUCATION (CTE) CREDENTIALS

Outcome Measure Defined:

- The number of career and technical education credentials conferred by each school on its graduating students in each of the three prior academic years.

Data Presentation:

NUMBER OF CAREER AND TECHNICAL EDUCATION (CTE) CREDENTIALS CONFERRED ON GRADUATING STUDENTS

School Year 2021-2022	School Year 2020-2021	School Year 2019-2020	School Year 2018-2019
98	96	81	97

OUTCOME MEASURE #16 – SCHOOL ACCREDITATION STATUS

Outcome Measure Defined:

- Each school's accreditation status, including the accrediting body.

Data Presentation:

ACCREDITATION STATUS OF PRIVATE SCHOOLS FOR STUDENTS WITH DISABILITIES

Status	Number of Schools	Percentage
Number of private schools for students with disabilities licensed by the Virginia Department of Education (VDOE)	109	Not Applicable
Number of schools that are fully accredited	72	66.1%
Number of schools that are not accredited	37	34.0%

Status	Number of Schools	Percentage
Number of schools pending accreditation ⁷	20	18.3%
Number of schools not currently seeking accreditation ⁸	17	15.6%

⁷ These schools have applied for and are going through the accreditation process of their selected accrediting agency.

⁸ On March 18, 2021, Governor Northam signed [HB2238](#), as passed during the 2021 General Assembly session, which changes Section 22.1-323 of the *Code of Virginia* to state that all private schools for students with disabilities licensed by the Virginia Board of Education must also be accredited by an accrediting agency recognized by the Virginia Council for Private Education (VCPE). HB2238 also states that any private school for students with disabilities that is licensed to operate by the Board of Education as of July 1, 2021, shall obtain accreditation from an accrediting agency recognized by the Virginia Council for Private Education (VCPE) no later than July 1, 2024. As such, the schools that have indicated that they are not currently seeking accreditation have until July 1, 2024, to become accredited or will not have their then current license renewed.

ACCREDITING AGENCY

Agency Names ⁹	Number of Schools ¹⁰	Percentage ^{11, 12}
COGNIA™	24 ¹³	22.0%
Virginia Association of Independent Schools (VAIS)	3	4.2%
Virginia Association of Independent Specialized Education Facilities (VAISEF)	65 ¹⁴	90.3%
Southern Association of Independent Schools, Inc. (SAIS)	0	0.0%
Southern Association of Colleges and Schools (SACS)	0	0.0%
Comprehensive Application of Behavior Analysis to Schooling (CABAS)	0	0.0%
Commission on Accreditation of Rehabilitation Facilities (CARF)	2	2.8%
National Commission for the Accreditation of Special Education Services (NCASE)	0	0.0%
The Joint Commission (TJC)	2	2.8%

CLOSING SUMMARY

During the process of collecting the data required for completion of this report there were inconsistencies in the collection and reporting of the data elements to the Virginia Department of Education (VDOE) between the private schools and the local educational agencies. The VDOE’s Department of Special Education and Student Services will continue to work collaboratively to identify the cause of these inconsistencies and to develop a more cohesive data collection methodology as well as guidance to the field regarding this topic. The VDOE is committed to building the capacity to make improvements to fiscal and programmatic oversight in collaboration with the administration and other state agencies.

⁹ These are the accrediting agencies approved by the Virginia Council for Private Education (VCPE) for accrediting private schools within the Commonwealth.

¹⁰ The total numbers identified here exceed the number of accredited schools referenced above due to the fact that several of the private schools for students with disabilities seek and obtain accreditation from multiple agencies due to the types of services they deliver.

¹¹ This percentage is computed based on the number of accredited schools.

¹² The total percentages reflected here exceed 100% due to the fact that several of the private schools for students with disabilities seek and obtain accreditation from multiple agencies due to the types of services they deliver.

¹³ Several of these schools are accredited by both COGNIA™ and VAISEF. Effective with the 2022-2023 school year COGNIA™ will no longer be recognized as an accrediting body by the Virginia Council for Private Education (VCPE). As such, those schools licensed solely by COGNIA™ have until July 1, 2025, to obtain accreditation from another accrediting body.

¹⁴ Several of these schools are accredited by both VAISEF and by COGNIA™ or by both VAISEF and VAIS.

The VDOE will also work closely over the next year in collaboration with the Office of Children’s Services and the Office of the Secretary of Education to ensure appropriate reporting and accountability for these programs that serve students with disabilities.