



COMMONWEALTH of VIRGINIA

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January 2, 2024

The Honorable Governor Glenn Youngkin
Office of the Governor
PO Box 1475
Richmond, Virginia 23218

Dear Governor Youngkin:

The attached report has been prepared as a response to Item 130 G.3. of Chapter 1 (Special Session I, 2023). The 2019 *Appropriations Act* designated the Virginia Department of Education to serve as the lead agency to collect and report data that will succinctly measure the progress and outcomes of students who 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.

If you have any questions or require additional information relative to this report, please do not hesitate to contact the Assistant Superintendent of Special Populations, Dr. Samantha Marsh Hollins, at Samantha.Hollins@doe.virginia.gov or (804) 750-8738.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Coons".

Lisa Coons

LC/smh



**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 APPROPRIATIONS, AND
SENATE EDUCATION AND HEALTH COMMITTEES**

PURSUANT TO ITEM 130 G.3 OF CHAPTER 1 (SPECIAL SESSION 1, 2023)

**Presented to:
Virginia General Assembly**

Virginia Department of Education
PO Box 2120
Richmond, Virginia 23218-2120

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

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AUTHORITY

This report has been prepared in response to Item 130 G.3 of the Chapter 1 (Special Session I, 2023) of the *Appropriation Act*, as it states:

G.3. The department shall collect outcome data for private day special education schools and, 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 Chairs of the House Appropriations, House Education, Senate Finance and Appropriations, and Senate Education and Health Committees by the first day of the regular General Assembly Session.

As previously determined by the 2019 *Appropriation Act*, the Virginia Department of Education (VDOE) has been designated to serve as the lead agency to collect and report data that will succinctly measure the progress and outcomes of students who 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. Additionally, the 2019 *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 were those outlined in the Private Day Special Education Outcomes report of findings and recommendations presented to the Chairmen of the House Appropriations, House Education, Senate Finance and Appropriations, and Senate Education and Health Committees, pursuant to Item 282 (O) of Chapter 2 of the 2018 *Appropriation 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 provide services to students within specific disability groups, for example, 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 place 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. 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 *Appropriation 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 divisions 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 the 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 during the 2018 summer and fall. 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 mentioned 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 Chairmen of the House Education and House Appropriations Committees and the Senate Education and Health and Senate Finance and Appropriations Committees, pursuant to Item 282 (O) of Chapter 2 of the 2018 *Appropriation Act* on November 1, 2018.

Subsequently, the 2019 General Assembly passed HB1700, which reflects Item 129 (G) of Chapter 854. In response, during the 2019 spring, summer, and fall, the advisory committee met for five sessions to discuss the existence of and/or the need for the 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 the 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's EIM office to aid 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: (i) graduation rates; (ii) attendance; (iii) individual student progress; (iv) standardized test scores; (v) return to public school setting; (vi) postsecondary transition; (vii) suspension and expulsion; (viii) restraint and seclusion; (ix) parent satisfaction; and (x) student perspectives.

Additionally, the 2021 General Assembly amended Section 138.G of HB1800 (Chapter 552) to include 138.G.6 of the *Appropriation Act*. Most recently, the 2023 General Assembly Special Session I included Item 130 G.3 of Chapter 1, as previously cited.

DATA PRESENTATION

The data reflected throughout this report has been collected from the SRC, maintained by the VDOE, for Outcome Measures #1, #2, #4, #5, #7, and #8. The information required for Outcome Measures #3 was collected through the Student Improvement Measures and Summary (SIMS) data entry portal. 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 Outcome Measures #9 and #10 were collected through a survey developed by the VDOE. The data collection for Outcome Measures #11 through #16 was pulled from the Master Schedule Collection (MSC).

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 (GED) Certificate, or a certificate of program completion in accordance with the student’s IEP. This outcome shall be reported in the following categories:
 - Advanced Studies Diploma
 - Standard Diploma
 - Modified Standard Diploma³
 - Applied Studies Diploma
 - GED Certificate
 - 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: 715

Percentage of Potential Graduates that Received a Diploma: 34.0%

Diploma Type	Total Number of Diplomas
Advanced	3
Standard	88
Modified	0
Applied Studies	150

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.

Diploma Type	Total Number of Diplomas
GED	1
Certificate	1
Total	243

On-Time Graduation Rate

Total Number of Graduates	Number of Graduates Meeting the On-Time Graduation Benchmark	Percentage
243	226	93.0%

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: School Year (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	17	12	70.6%

Outcome Measure	Total Number of Students	Total Number of Students Whose Attendance Increased to the Required Percentage	Percentage
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 scheduled school days.	3,006	2,792	92.9%
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.	240	206	85.8%

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
- 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 VDOE-licensed private school for students with disabilities. In order to collect data accurately and systematically 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, SIMS, so that designated school personnel were able to report student progress ratings using the VDOE Single Sign-on for Web Systems (SSWS) portal.

The SIMS process is based on 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 same-age peers.

The 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 publicly funded students who reside in Virginia.

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 receive 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 completed unless the student was enrolled in the program for at least six months from 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 SY 2021-2022. Reporting of progress means that the child has acquired at least one new skill or behavior related to within the respective domain.

Data Presentation:

Percentage of Individual Student Progress: SY 2021-2022

Number of Students Assessed Using the SIMS Process	Domain 1 Development of Communication Skills, Social Relations, and Overall Social Function	Domain 2 Acquisition and Use of Knowledge and Skills (Including Literacy)	Domain 3 Use of Appropriate, Adaptive Behavior (Including Behavior that Interferes with Educational Services and Development of Coping Skills)	Domain 4 Development of Daily Living Skills and Skills in Self-Reliance and Self-Determination
2,877	91.8%	92.5%	89.9%	90.4%

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
 - Math
- Percentage of students enrolled in private schools for students with disabilities who, in accordance with their Individualized Education Program (IEP), received a proficient score on the Virginia statewide assessment program in the following areas:
 - English/reading
 - 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 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
4,359	3,802	87.2%

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)	1,412	1,246	88.2%
Virginia Alternate Assessment Program (VAAP)	592	475	80.2%
READING TOTALS	2,004	1,721	85.9%

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
SOL	1,758	1,606	91.4%
VAAP	597	475	79.6%
MATHEMATICS TOTALS	2,355	2,081	88.4%

**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
4,082	1,049	25.7%

**Receiving a Proficient Score on the Virginia Statewide Assessment Program in
English/Reading and Mathematics:**

READING TOTALS

Virginia Statewide Assessment Program	Number of Participants	Number with Proficient Score	Percentage
SOL	1,412	266	18.8%
VAAP	592	377	63.7%
READING TOTALS	2,004	643	32.1%

Receiving A Proficient Score on the Virginia Statewide Assessment Program in English/Reading and Mathematics:

MATHEMATICS TOTALS

Virginia Statewide Assessment Program	Number of Participants	Number with Proficient Score	Percentage
SOL	1,606	93	5.8%
VAAP	472	313	66.3%
MATHEMATICS TOTALS	2,078	406	19.5%

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
4,359	21	<1.0%

Students with Disabilities who were “Opted Out” of the Virginia Statewide Assessment Program in English/Reading and Mathematics:

READING TOTALS

Virginia Statewide Assessment Program	Number of Required Participants	Number Opted Out	Percentage
SOL	1,412	21	14.9%
VAAP	592	0	0.0%
READING TOTALS	2,004	21	1.0%

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.

Students with Disabilities who were “Opted Out” of the Virginia Statewide Assessment Program in English/Reading and Mathematics:

MATHEMATICS TOTALS

Virginia Statewide Assessment Program	Number of Required Participants	Number Opted Out	Percentage
SOL	1,758	0	0.0%
VAAP	597	0	0.0%
MATHEMATICS TOTALS	2,355	0	0.0%

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, and high).

Data Presentation:

Return To Public School: SY 2021-2022: Elementary School

Grade Level	Number of Students in Private Placements in SY 2022-2023	Number of Students Returned to Public School in SY 2022-2023	Percentage
Grade 1	93	1	1.1%
Grade 2	144	6	4.2%
Grade 3	202	15	7.4%
Grade 4	206	15	7.3%
Grade 5	284	16	5.6%
Total Elementary School	929	53	5.7%

Return to Public School: SY 2021-2022: Middle School

Grade Level	Number of Students in Private Placements in SY 2022-2023	Number of Students Returned to Public School in SY 2022-2023	Percentage
Grade 6	359	43	12.0%
Grade 7	373	36	9.7%
Grade 8	427	47	11.0 %
Total Middle School	1,159	126	10.9%

Return To Public School: SY 2021-2022: High School

Grade Level	Number of Students in Private Placements in SY 2022-2023	Number of Students Returned to Public School in SY 2022-2023	Percentage
Grade 9	558	41	7.3%
Grade 10	536	34	6.3%
Grade 11	455	61	13.4%
Grade 12	715	129	18.0%
Total High School	2,264	265	11.7%
Total Student Population	4,417	444	10.1%

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; and

- enrolled in higher education or 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 2022-2023	Number of Surveys Attempted	Percentage of Graduates Attempted	Number of Surveys Completed	Response Rate Percentage
243	157	47.8%	89	56.7%

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.	11	12.4%	35%
Enrolled in higher education, or competitively employed, within one year of leaving high school.	32	36.0%	65%
Enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of exiting high school.	46	51.7%	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:

Students Suspended

Number of Students Suspended Greater Than Ten Days	Percentage
151	3.4%

Students Expelled

Number of Students Expelled Greater Than Ten Days	Percentage
5	< 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
2022-2023	2,265	588
2021-2022	5,618	2,004
2020-2021	4,114	1,834
2019-2020	10,688	7,203
2018-2019	13,371	5,835

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: 238

Responses to Parent Questions

Questions	Agree	Disagree	No Response
My child’s school helped me become involved to improve services and results for my child with a disability.	205	18	15
I was comfortable asking questions, discussing my child’s progress, and expressing concerns about my child’s special education program and services.	220	4	14
My child’s private school and I participated in regular “two-way” communication throughout the school year.	215	9	14
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.	203	20	15
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.	214	10	14

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: 233

Responses to Student Questions

Questions	Agree	Disagree	No Response
I feel welcomed in my private school.	207	14	12
Teachers and other adults at this school care about me and want me to succeed.	207	14	12
I am making progress in my school work since being in this school.	201	20	12
My behavior has improved since being in this school.	196	21	16
I am ready to go back to my home school.	108	108	17

Outcome Measure #11 – Teacher Endorsement

Outcome Measure Defined:

- The number of teachers 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:⁵ 322

Outcome Measure #12 – Teacher Experience

Outcome Measure Defined:

- The number of teachers who have less than one year of classroom experience.

Data Presentation:

Number of Teachers with Less Than One Year of Classroom Experience

School Year 2022-2023	School Year 2021-2022
27	48

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

Outcome Measure #13 – Provisionally Licensed Teachers

Outcome Measure Defined:

- The number of teachers who are provisionally licensed.

Data Presentation:

Provisionally Licensed Teachers

- Number of Teachers Employed in Private Schools for Students with Disabilities who are Provisionally Licensed: 208

Outcome Measure #14 – Teacher Credentials

Outcome Measure Defined:

- The type of academic credentials attained by each teacher and in what subjects.

Data Presentation:

Teaching License Held

Division Superintendent	Collegiate Professional	Post-Graduate Professional	Technical Professional	Provisional (Special Education) License ⁶
0	79	156	5	124

Subjects Taught and Number of Teachers

Subjects Taught	Number of Teachers
Academic Support - Elementary School	11
Academic Support - Middle School	18
Academic Support I	9

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

Subjects Taught	Number of Teachers
Academic Support II	3
Academic Support III	5
Academic Support IV	3
Academic Support V	5
Adapted Physical Education	51
Advanced Composition	2
Advanced Design, Multimedia, & Web Technologies	1
Advanced Health	1
Advanced Physical Education/Individual/Dual Sports	10
Advanced Physical Education/Weight Training	2
African American History	1
Agriscience & Technology (36 Weeks)	1
Algebra I	100
Algebra I - 2 Year Sequence Part I	31
Algebra I - 2 Year Sequence Part II	33
Algebra I/Geometry - Three-Year Sequence Part I	1
Algebra I/Geometry – Three-Year Sequence Part II	1
Algebra II	39
Algebra II & Trigonometry	2
Algebra, Functions, & Data Analysis	61
American Sign Language I	2
AP Calculus AB	1
AP Government & Politics: United States	2
AP Human Geography	1
AP Language & Composition	1
AP Spanish Language	1
Applied English and Communications	2
Applied English and Communications - MS	1
Art - Grade 1	6

Subjects Taught	Number of Teachers
Art - Grade 2	11
Art - Grade 3	14
Art - Grade 4	11
Art - Grade 5	11
Art - Grade 6	19
Art - Grade 7	17
Art - Grade 8	23
Art - Kindergarten	2
Art - Prior to Secondary	25
Art Appreciation	12
Art Exploratory - 18 Weeks	3
Art History	4
Baking and Pastry Specialization (36 Weeks)	1
Basic Small Engine Repair	1
Beginning Band	1
Biology	105
Biology II - Advanced Survey of Biology Topics	1
Biology II - Anatomy/Physiology	1
Biology II - Ecology	24
Braille/ Special Education	10
British Literature	2
Building Trades I	3
Building Trades II	2
Business Law (18 Weeks)	1
Business Management	1
Career Education	10
Career Explorations	16
Career Investigations	27
Career Investigations (18 Weeks)	3

Subjects Taught	Number of Teachers
Career Investigations (36 Weeks)	20
Career Investigations (9 Weeks)	2
Career Strategies (18 Weeks)	2
Career Strategies (36 Weeks)	4
Career, Community, and Family Connections (36 Weeks)	5
Careers & You	5
Carpentry I	3
Carpentry II	2
Chemistry I	30
Chinese I	1
Civics & Economics	113
Communication Instruction	25
Communication Skills/Special Education	70
Communication Systems	1
Communications	3
Community Living	31
Community Service	1
Computer Literacy - not Business or Math	4
Computer Mathematics	1
Computer Science Foundations	2
Computer Solutions - 9 Weeks	1
Computer Solutions (18 Weeks)	1
Computer Solutions (36 Weeks)	1
Computer Systems Technology I	7
Computer Systems Technology II	1
Conceptual Physics	1
Construction Technology	1
Construction Technology (18 Weeks)	2
Contemporary World Issues	2

Subjects Taught	Number of Teachers
Corrective Reading I	19
Corrective Reading II	12
Corrective Reading III	5
Corrective Reading IV	16
Cosmetology I	2
Cosmetology II	1
Cosmetology III	1
Creative Art - Drawing	3
Creative Art - Painting	1
Creative Writing	5
Creative Writing - MS	1
Culinary Arts I	5
Culinary Arts II	5
Deaf Studies/ Special Education	5
Design, Multimedia, & Web Technologies (18 Weeks)	1
Developmental Reading I	27
Developmental Reading II	20
Developmental Reading III	10
Developmental Reading IV	15
Developmental Support	17
Digital Applications	1
Digital Applications (18 Weeks)	3
Digital Applications	2
Diversified Occupations	1
Driver Education - Classroom Instruction	3
Dual Enrollment not defined by another SCED code	1
Dual Enrollment not defined by another SCED code	2
Earth Science I	108
Earth Science II - Advanced Survey of Earth Science Topics	4

Subjects Taught	Number of Teachers
Earth Science II - Geology	2
Earth Science II - Oceanography	6
Earth Science/Biology/Chemistry/Integrated Science – Three-Year Sequence Part I	6
Earth Science/Biology/Chemistry/Integrated Science - Three-Year Sequence Part II	8
Ecology and Environmental Management	1
Economics	7
Economics & Personal Finance	86
Education for Employment - Exploratory Development	15
Education for Employment - Exploratory Development (18 Weeks)	3
Education for Employment - Exploratory Preparation	4
Education for Employment I - Development (18 Weeks)	4
Education for Employment I - Development (36 Weeks)	18
Education for Employment I - Preparation	27
Education for Employment I - Preparation (18 Weeks)	3
Education for Employment II - Development (18 Weeks)	2
Education for Employment II - Development (36 Weeks)	18
Education for Employment II - Preparation (18 Weeks)	1
Education for Employment II - Preparation (36 Weeks)	13
Elementary Music - Instrumental	6
English - Grade 10	117
English - Grade 11	120
English - Grade 12	102
English - Grade 6	140
English - Grade 7	135
English - Grade 8	144
English - Grade 9	134
English as a Second Language I	3

Subjects Taught	Number of Teachers
English Composition (Jr & Sr)	1
English Language & Literature - Supplemental	1
Entrepreneurship	3
Environmental Science	69
Exploring Computer Science	4
Family & Consumer Sciences Exploratory I (12 Weeks)	1
Family & Consumer Sciences Exploratory I (18 Weeks)	2
Family & Consumer Sciences Exploratory II (18 Weeks)	2
Family & Consumer Sciences Exploratory III	2
Family & Consumer Sciences Exploratory III (18 Weeks)	1
Family & Human Services I (36 Weeks)	1
Family and Consumer Sciences - Development	2
Family Relations (18 Weeks)	1
Film Study	1
Food Science and Dietetics	2
Forensic Laboratory Science	1
French I - Regular Course	3
Functional Skills - Elementary School	38
Functional Skills - Middle School	38
Functional Skills I	50
Functional Skills II	35
Functional Skills III	24
Functional Skills IV	30
Functional Skills V	11
General Mathematics	64
General Mathematics	80
General Mathematics	92
General Mathematics	63
General Music - Grade 6	1

Subjects Taught	Number of Teachers
General Music - Grade 7	1
General Music - Grade 8	1
General Music - Grades 9-12	11
General Science	84
General Science	55
General Science	52
General Science	69
General Social Studies I	83
General Social Studies II	54
General Social Studies III	55
General Social Studies IV	71
Geography (Grade 8)	28
Geometry	93
Geometry – Two-Year Sequence Part I	5
Geometry – Two-Year Sequence Part II	5
German I - Regular Course	1
Global Politics	1
Global Studies I	1
Grade 12 Mathematics Capstone	1
Greenhouse Plant Production & Management	2
Guitar I	2
Health & PE - Grade 10 (not Driver Education)	58
Health & PE - Grade 11/Fitness Instructor I	1
Health & PE - Grade 12/Fitness Instructor II	1
Health & PE - Grade 6	52
Health & PE - Grade 7	46
Health & PE - Grade 8	57
Health & PE - Grade 9 (not Driver Education)	74
Health Education - Grade 10 (not Driver Education)	15

Subjects Taught	Number of Teachers
Health Education - Grade 11	5
Health Education - Grade 12	2
Health Education - Grade 6	1
Health Education - Grade 7	1
Health Education - Grade 8	5
Health Education - Grade 9 (not Driver Education)	4
Health Education & Driver Education - Grade 10	1
Health, PE, & Driver Education	3
Horticulture Sciences	1
Hospitality, Tourism, & Recreation II	1
Human Body Systems - PLTW	1
IB Visual Arts II	1
Independent Living	8
Independent Living Skills/ Special Education	88
Independent Study	5
Individual Development	7
Individual Development (18 Weeks)	3
Industrial Robotics Technology	1
Information Technology Fundamentals	2
Integrated Science	31
Intermediate Band	1
Introduction to Animal Systems	1
Introduction to Culinary Arts	3
Introduction to Culinary Arts (18 Weeks)	4
Introduction to Drones	1
Introduction to Technology and Engineering (18 Weeks)	1
Introduction to Technology and Engineering (9 Weeks)	1
Introduction to Virginia Teachers for Tomorrow (36 Weeks)	1
ISAEP/GED Program	21

Subjects Taught	Number of Teachers
Jobs for Virginia Graduates	4
Keyboarding	15
Keyboarding - Secondary	2
Keyboarding Applications	5
Keyboarding Middle - 18 Weeks	2
Language Arts - Grade 1	52
Language Arts - Grade 2	86
Language Arts - Grade 3	86
Language Arts - Grade 4	95
Language Arts - Grade 5	112
Language Arts - Kindergarten	35
Language Arts - Pre-Kindergarten	4
Language Arts Laboratory I	47
Language Arts Laboratory II	33
Language Arts Laboratory III	31
Language Arts Laboratory IV	32
Latin I - Regular Course	1
Leadership Development	2
Library Media Resource	5
Life and Physical Science Exploration	21
Life Planning (18 Weeks)	2
Life Planning (36 Weeks)	6
Life Science	126
Marine Science	2
Marketing	1
Marketing Exploration (36 Weeks)	1
Master Barber I	1
Master Barber II	1
Mathematical Analysis/Pre-Calculus	1

Subjects Taught	Number of Teachers
Mathematics - Grade 1	53
Mathematics - Grade 2	83
Mathematics - Grade 3	96
Mathematics - Grade 4	105
Mathematics - Grade 5	115
Mathematics - Grade 6	155
Mathematics - Grade 7	150
Mathematics - Grade 8	158
Mathematics - HS Independent Study	3
Mathematics - Kindergarten	38
Mathematics - Pre-Kindergarten	5
Mathematics - Supplemental	8
Medical Terminology	1
Medical Terminology - 18 Weeks	1
Middle School Computer Science Elective	6
Middle School Mathematics I	3
Middle School Mathematics II	3
Multimedia Art I	4
Music - Grade 1	5
Music - Grade 2	7
Music - Grade 3	6
Music - Grade 4	8
Music - Grade 5	4
Music - Independent Study	1
Music - Kindergarten	2
Music - Prior to Secondary	11
Music Appreciation/History/Theory	11
Music History/Literature	1
Music Theory	3

Subjects Taught	Number of Teachers
Nursing Aide I	1
Nutrition & Wellness (18 Weeks)	2
Nutrition & Wellness (36 Weeks)	2
Occupationally Applied Mathematics	5
Perf Human Relations Skill	2
Personal Development	6
Personal Finance	8
Personal Living & Finance	22
Physical Education - Grade 1	35
Physical Education - Grade 10	38
Physical Education - Grade 11/Personal Fitness I	48
Physical Education - Grade 12/Personal Fitness II	27
Physical Education - Grade 2	54
Physical Education - Grade 3	61
Physical Education - Grade 4	67
Physical Education - Grade 5	80
Physical Education - Grade 6	50
Physical Education - Grade 7	55
Physical Education - Grade 8	52
Physical Education - Grade 9	33
Physical Education - Kindergarten	23
Physical Education - Pre-Kindergarten	2
Physical Education - Prior to Secondary	18
Physical Science	127
Physics I	4
Physics II	1
Pre-IB Algebra I	2
Pre-Vocational Skills/ Special Education	88
Principles Of Business And Marketing	1

Subjects Taught	Number of Teachers
Probability & Statistics	3
Programming 6640	1
Psychology I	7
Public Speaking	2
Reading - Grade 1	9
Reading - Grade 2	23
Reading - Grade 3	27
Reading - Grade 4	27
Reading - Grade 5	32
Reading - Grade 6	38
Reading - Grade 7	34
Reading - Grade 8	37
Reading - Kindergarten	7
Recreation Sports	12
Remedial Instruction Secondary - Not Reading	8
Science - Grade 1	52
Science - Grade 2	82
Science - Grade 3	89
Science - Grade 4	94
Science - Grade 5	112
Science - Grade 6	144
Science - Kindergarten	35
Science - Pre-Kindergarten	4
Small Animal Care I (36 Weeks)	1
Small Engine Technology I	1
Small Engine Technology II	1
Small Instrument Ensemble Sel	1
Social Development Instruction	215
Social Sciences and History - Independent Study	2

Subjects Taught	Number of Teachers
Social Studies - Grade 1	50
Social Studies - Grade 2	80
Social Studies - Grade 3	86
Social Studies - Grade 4	72
Social Studies - Grade 5	97
Social Studies - Kindergarten	34
Social Studies - Pre-Kindergarten	4
Sociology	4
Spanish Exploratory	2
Spanish I - Regular Course	16
Spanish II	8
Spanish III	2
Sport, Exercise & Health Science	8
Sports and Entertainment Marketing	1
Sports Physiology	3
Standardized Test Preparation	1
Strategic Reading	18
Study Hall	11
Study Skills	25
Team Sports	2
Television and Media Production I	1
Television and Media Production II	1
Theatre II/Dramatic Literature & Theatre History	2
Trigonometry (One Semester)	2
Tutorial - Prior to Secondary	5
U.S. History & Contemporary Virginia History	1
U.S. History to 1865	98
U.S. History: 1865 to Present	110
Veterinary Science I	1

Subjects Taught	Number of Teachers
Veterinary Science II	1
Virginia & U.S. Government	73
Virginia & U.S. History	87
Virginia & US History Part I	14
Virginia & US History Part II	12
Virginia Studies (State Specific Studies)	31
Virginia Teachers for Tomorrow I/Teacher Cadet	1
Visual Art IV	6
Visual Arts - Independent Study	2
Visual Arts I	32
Visual Arts II	27
Visual Arts III	10
Visual Communications Design I	1
World Area Studies	10
World Area Studies - MS	7
World Geography	46
World History & Geography to 1500 A.D.	93
World History & Geography: 1500 A.D. to the Present	67
Writing 6	1
Writing 7	6
Writing 8	8

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

SY 2022-2023	SY 2021-2022	SY 2020-2021	SY 2019-2020
39	98	96	81

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 VDOE	111	100%
Number of schools that are fully accredited	69 ⁷	62.2%
Number of schools that are not accredited by an agency approved by VCPE	42 ⁸	37.8%

⁷ This is the number of schools accredited by an agency approved by the Virginia Council of Private Education (VCPE) to accredit private schools.

⁸ This number includes schools that are not yet subject to the July 1, 2024, accreditation require because they are either new schools or have not had their first TRIENNIAL license for three years at the time of this report.

Accrediting Agency: Agencies Recognized by VCPE

Agency Names	Number of Schools ⁹	Percentage ^{10, 11}
Virginia Association of Independent Schools (VAIS)	4	5.9%
Virginia Association of Independent Specialized Education Facilities (VAISEF)	63 ¹²	92.7%
The Joint Commission (TJC)	1	1.4%

Agencies Not Recognized by VCPE

Agency Names	Number of Schools	Percentage
COGNIA™	24 ¹³	56.0%
Southern Association of Colleges and Schools (SACS)	3	7.1%
Commission on Accreditation of Rehabilitation Facilities (CARF)	1	2.4%
National Commission for the Accreditation of Special Education Services (NCASE)	1	2.4%
Mid South	3	7.1%

⁹ The total numbers identified here exceeds 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.

¹⁰ This percentage is computed based on the number of accredited schools.

¹¹ The total percentages reflected here exceeds 100 percent 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.

¹² Several of these schools are accredited by both VAISEF and by COGNIA™ or by both VAISEF and VAIS

¹³ The schools licensed by COGNIA™ are also accredited by VAISEF.

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 between the private schools and the local educational agencies. Staff from the VDOE will conduct additional training on the importance of the accuracy and timely submission of the data both with local school divisions and private school programs. The VDOE Department of Special Populations will also work within the state educational agency to ensure efficiency and support in collaboration with data reporting requirements and methods of collection. The VDOE 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.

The VDOE will use this data to support its oversight and licensing of special education private school programs. The staff at the VDOE will also work closely over the next year in collaboration with the Office of Children's Services to ensure appropriate reporting and accountability for these programs that serve students with disabilities. This work will include participating in the strategic plan development with the OCS and the State Executive Council and ensuring local school divisions are aware of the expectations of the required data collection.