



COMMONWEALTH of VIRGINIA

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March 10, 2025

The Honorable Ghazala Hashmi
Chair, Senate Education and Health
P. O. Box 396
Richmond, Virginia 23218

The Honorable Sam Rasoul
Chair, House Education
P. O. Box 13842
Roanoke, Virginia 24037

Dear Madam and Sir:

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 Associate Superintendent of Special Populations and Board Operations, Dr. Samantha Marsh Hollins, at Samantha.Hollins@doe.virginia.gov, or at (804) 750-8738.

Sincerely,

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 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*



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 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 VDOE 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 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 refined outcome measures 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 VDOE provides this report annually, focused on the outcomes of students with disabilities served in private day schools. The reporting areas have been developed as a result of collaboration with a variety of stakeholders, including the private school provider community and at the direction of the Virginia General Assembly. This report also helps to inform prioritization of areas that require additional support and guidance with a focus on improving academic and functional skills outcomes for children with disabilities placed in private schools for students with disabilities. This report is used to help further support private schools with data

collection, prioritizing student outcomes, and increasing transparency in reporting related to students served in alternate settings.

BACKGROUND INFORMATION

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 cannot be addressed at a traditional 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 meaningfully address the students’ 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 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 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 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 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, 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

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.

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.

Since 2021, the Virginia Department of Education has published the *Annual Report on the Outcome Data Measuring Student Progress for Students with Disabilities Enrolled in Special Education Private Day Schools*.

DATA METHODOLOGY

The data reflected below has been collected from the Student Records Collection (SRC), maintained by 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 was collected through a survey developed by the VDOE. The data collection for Outcome Measures #11 through #15 was pulled from the Master Schedule Collection (MSC). The private school accreditation data was pulled from the Directory of Private Schools maintained by the VDOE Office of Special Education Family Support and Special Facilities.

STUDENT OUTCOMES

Data is provided for each outcome measure as defined specifically for students with disabilities served in special education private day schools. This includes the outcome measures and the data provided as collected by the reporting year.

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

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.

- 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: **568**)

Percentage of Potential Graduates that Received a Diploma: **41.0%**

Diploma Type	Total Number of Diplomas
Advanced	10
Standard	78
Modified	0
Applied Studies	144
GED	0
Certificate	1
Total	233

ON-TIME GRADUATION RATE

Total Number of Graduates	Number of Graduates Meeting the On-Time Graduation Benchmark	Percentage
233	226	97.0%

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 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.

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.

Data Presentation:

ATTENDANCE REPORTING SY 2023-2024

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.	612	101	16.5%
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.	3,874	1,939	50.1%
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.	3,526	1,810	51.3%

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 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 Special Education Family Support and Special Facilities, 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 to be 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 2023-2024 school year. 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 2023-2024

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
3,004	90.5%	91.1%	89.7%	89.1%

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 a proficient score on 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 were identified to “opt-out” of state standardized tests by their parents, or themselves as an adult student (age eighteen and above).

Data Presentation:

**PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM
SCHOOL YEAR 2023-2024
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)	1,502	1,390	92.7%
Virginia Alternate Assessment Program (VAAP)	624	597	95.7%
READING TOTALS	2,126	1,987	83.5%

**PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM
SCHOOL YEAR 2023-2024
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)	1,897	1,754	92.5%
Virginia Alternate Assessment Program (VAAP)	626	597	95.4%
MATHEMATICS TOTALS	2,523	2,351	93.2%

**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
4,338	1,204	27.8%

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

Virginia Statewide Assessment Program	# of Participants	# w/ Proficient Score	Percentage
Standards of Learning (SOL)	1,390	293	21.1%
Virginia Alternate Assessment Program (VAAP)	597	438	73.4%
READING TOTALS	1,987	731	36.8%

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

Virginia Statewide Assessment Program	# of Participants	# w/ Proficient Score	Percentage
Standards of Learning (SOL)	1,754	121	6.9%
Virginia Alternate Assessment Program (VAAP)	597	352	59.0%
MATHEMATICS TOTALS	2,351	473	20.1%

**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
2,731	259	9.5%

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

Virginia Statewide Assessment Program	# of Required Participants	# Opted Out	Percentage
Standards of Learning (SOL)	1,502	55	3.7%
Virginia Alternate Assessment Program (VAAP)	624	44	7.1%
READING TOTALS	2,126	99	4.7%

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

Virginia Statewide Assessment Program	# of Required Participants	# Opted Out	Percentage
Standards of Learning (SOL)	1,897	81	4.3%
Virginia Alternate Assessment Program (VAAP)	626	79	12.6%
MATHEMATICS TOTALS	2,523	160	6.3%

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 an adult student, as appropriate.

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 SCHOOL DIVISION SY 2023-2024

Grade Level	Number of Elementary Students in Private Placements in School Year 2023-2024	Number of Elementary Students Returned to School Division in School Year 2023-2024	Percentage
Grade 1	154	4	2.6%
Grade 2	172	13	7.6%
Grade 3	202	12	5.9%
Grade 4	270	22	8.1%
Grade 5	262	22	8.4%
Total Elementary School Students	1,060	73	6.9%
Grade Level	Number of Middle School Students in Private Placements in School Year 2023-2024	Number of Middle School Students Returned to School Division in School Year 2023-2024	Percentage
Grade 6	374	40	10.7%
Grade 7	426	39	9.2%
Grade 8	457	56	12.3%
Total Middle School Students	1,257	135	10.7%
Grade Level	Number of High School Students in Private Placements in School Year 2023-2024	Number of High School Students Returned to School Division in School Year 2023-2024	Percentage
Grade 9	522	66	12.6%
Grade 10	527	76	14.4%
Grade 11	432	61	14.1%
Grade 12	685	71	10.4%
Total High School Students	2,166	274	12.7%
Student Totals All Grades 1-12	4,483	482	10.6%
Grade Level	Number of PK – K Students in Private Placements in School Year 2023-2024	Number of PK – K Students Returned to School Division in School Year 2023-2024	Percentage
Pre-Kindergarten (PK)	60	1	< 1.0%

Kindergarten (KG)	13	0	< 1.0%
Student Totals All Grades PK - K	73	1	< 1.0%
Student Totals All Grades PK - 12	4,556	483	10.6%

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 2022-2023	Number of Surveys Attempted	Percentage of Graduates Attempted	Number of Surveys Completed	Response Rate Percentage
240	140	58.3%	67	47.9%

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.	7	10.4%	34%
Enrolled in higher education or competitively employed within one year of leaving high school.	19	28.4%	62%
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.	26	38.8%	71%

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
206	4.4%

Number of Students Expelled Greater Than Ten Days	Percentage
2	< 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 2020-2021 Through SY 2023-2024

School Year	Total Number of Restraints	Total Number of Seclusions
2023-2024	1,923	628
2022-2023	2,265	588
2021-2022	5,618	2,004
2020-2021	4,114	1,834

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: 292

RESPONSES TO 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.	248	27	17

Questions	Agree	Disagree	No Response
I was comfortable asking questions, discussing my child’s progress, and expressing concerns about my child’s special education program and services.	266	9	17
My child’s private school and I participated in regular “two way” communication throughout the school year.	257	18	17
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.	250	25	17
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.	255	16	21

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: 148

RESPONSES TO QUESTIONS

Questions	Agree	Disagree	No Response
I feel welcome in my private school.	135	9	4
Teachers and other adults at this school care about me and want me to succeed.	140	4	4
I am making progress in my school work since being in this school.	134	10	4
My behavior has improved since being in this school.	131	10	7
I am ready to go back to my home school.	67	75	6

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 **632**

OUTCOME MEASURE #12 – TEACHER EXPERIENCE

Outcome Measure Defined:

- The number of teachers 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	
SY 2023-2024	SY 2022-2023
32	27

OUTCOME MEASURE #13 – PROVISIONALLY LICENSED TEACHERS

Outcome Measure Defined:

- The number of teachers who are provisionally licensed (a license type awarded by the VDOE to accommodate allowable deficiencies for full licensure on a time-limited basis).

Data Presentation:

Provisionally Licensed Teachers

Number of Teachers Employed in Private Schools for Students with Disabilities who are Provisionally Licensed: **229**

OUTCOME MEASURE #14 – TEACHER CREDENTIALS

Outcome Measure Defined:

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

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

Data Presentation:

TEACHING LICENSE HELD

Division Superintendent	Collegiate Professional	Post-Graduate Professional	Technical Professional	Provisional (Special Education) License ⁶
0	76	155	5	114

SUBJECTS TAUGHT	# OF TEACHERS
2-D Art	1
Academic Support - Elementary School	21
Academic Support - Middle School	30
Academic Support I	42
Academic Support II	14
Academic Support III	4
Academic Support IV	15
Academic Support V	12
Accounting	1
Adapted Physical Education	43
Advanced Drawing & Design	1
Advanced Health	3
Advanced Physical Education/Individual/Dual Sports	9
Advanced Physical Education/Weight Training	3
Advanced Programming	1
Agricultural Education - Preparation	1
Algebra I	100
Algebra I - 2 Year Sequence Part I	42
Algebra I - 2 Year Sequence Part II	38
Algebra II	41
Algebra II & Trigonometry	1
Algebra, Functions, & Data Analysis	66
Analytic Geometry	1
Animation	1
Anthropology	3
AP Calculus AB	1
AP Government & Politics: United States	1
Applied English and Communications	5
Applied English and Communications - MS	2
Art - Grade 1	12
Art - Grade 2	15
Art - Grade 3	29
Art - Grade 4	23
Art - Grade 5	29
Art - Grade 6	18

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

Art - Grade 7	24
Art - Grade 8	23
Art - Kindergarten	7
Art - Prior to Secondary	29
Art Appreciation	24
Art Exploratory - 18 Weeks	1
Art History	4
Baking and Pastry Specialization	1
Basic Small Engine Repair	1
Beauty Salon Assistant	1
Beginning Band	1
Biology	117
Biology II - Advanced Survey of Biology Topics	1
Biology II - Anatomy/Physiology	2
Biology II - Ecology	39
Braille/ Special Education	12
Building Trades I	1
Building Trades II	1
Business Law	1
Business Law (18 Weeks)	1
Business Management	3
Business Management (18 Weeks)	1
Calculus	1
Career Education	7
Career Explorations	43
Career Investigations	16
Career Investigations (18 Weeks)	9
Career Investigations (36 Weeks)	42
Career Investigations (9 Weeks)	4
Career Strategies (18 Weeks)	2
Career Strategies (36 Weeks)	4
Careers & You	12
Carpentry I	2
Carpentry II	2
Carpentry III	1
Chemistry I	27
Civics & Economics	173
Communication Instruction	24
Communication Skills/Special Education	62
Communication Systems	1
Communications	9
Community Forestry and Tree Management	1
Community Living	41
Community Service	1
Computer Information Systems (18 Weeks)	2
Computer Literacy - not Business or Math	3
Computer Network Hardware Operations I (18 Weeks)	1
Computer Programming-Other Language	1
Computer Science Foundations	2

Computer Science Principles	2
Computer Systems Technology I	1
Computer Systems Technology II	1
Conceptual Physics	2
Construction and Mechanical Trades	2
Construction Technology	1
Contemporary World Issues	1
Corrective Reading I	37
Corrective Reading II	22
Corrective Reading III	24
Corrective Reading IV	26
Cosmetology I	2
Cosmetology I (Part 1 of 2-Year Program)	1
Cosmetology II	1
Craft Design II	2
Creative Art - Drawing	4
Creative Writing	9
Criminal Justice I	2
Culinary Arts I	7
Culinary Arts II	6
Deaf Studies/ Special Education	4
Developmental Reading I	34
Developmental Reading II	23
Developmental Reading III	9
Developmental Reading IV	16
Developmental Support	12
Digital Applications	2
Digital Applications (18 Weeks)	2
Digital Applications	5
Diversified Occupations	3
Dual Enrollment not defined by another SCED code	1
Early Childhood, Education, and Services I	1
Earth Science I	129
Earth Science II - Advanced Survey of Earth Science Topics	2
Earth Science II - Astronomy	1
Earth Science II - Geology	1
Earth Science II - Oceanography	5
Earth Science/Biology/Chemistry - Integrated Science - 3 Year Sequence Part II	3
Ecology and Environmental Management (18 Weeks)	1
Economics	3
Economics & Personal Finance	72
Education for Employment - Exploratory Development	19
Education for Employment - Exploratory Development (18 Weeks)	5
Education for Employment - Exploratory Preparation	31
Education for Employment I - Development (18 Weeks)	14
Education for Employment I - Development (36 Weeks)	6
Education for Employment I - Preparation	21
Education for Employment I - Preparation (18 Weeks)	2
Education for Employment II - Development (18 Weeks)	5

Education for Employment II - Development (36 Weeks)	15
Education for Employment II - Preparation (18 Weeks)	1
Education for Employment II - Preparation (36 Weeks)	25
Engineering Design	1
English - Grade 10	126
English - Grade 11	109
English - Grade 12	104
English - Grade 6	150
English - Grade 7	185
English - Grade 8	186
English - Grade 9	143
English as a Second Language I	2
English Composition (Freshman & Sophomore)	4
English Composition (Jr & Sr)	3
English Language & Literature - Supplemental	1
Entrepreneurship	4
Environmental Science	66
Exploring Computer Science	7
Family & Consumer Sciences Exploratory I (18 Weeks)	1
Family & Consumer Sciences Exploratory III	1
Family & Human Services I (36 Weeks)	1
Fashion Marketing	1
Film Study	1
Finite Mathematics	7
Floral Design I	1
Forensic Laboratory Science	4
Forensic Technology	3
French I - Regular Course	3
French II	2
Functional Skills - Elementary School	86
Functional Skills - Middle School	74
Functional Skills I	55
Functional Skills II	29
Functional Skills III	29
Functional Skills IV	48
Functional Skills V	22
General Mathematics	97
General Mathematics	122
General Mathematics	106
General Mathematics	93
General Music - Grade 6	6
General Music - Grade 7	9
General Music - Grade 8	13
General Music - Grades 9-12	19
General Science	94
General Science	92
General Science	80
General Science	89
General Social Studies I	108

General Social Studies II	79
General Social Studies III	83
General Social Studies IV	98
Geography (Grade 8)	38
Geometry	97
Geometry - 2 Year Sequence Part I	3
Geometry - 2 Year Sequence Part II	2
German I - Regular Course	2
German Immersion (Middle School)	1
Global Studies I	2
Guitar I	2
Health & Medical Sciences Exploratory 18 Weeks	1
Health & PE - Grade 10 (not Driver Education)	68
Health & PE - Grade 11/Fitness Instructor I	2
Health & PE - Grade 12/Fitness Instructor II	5
Health & PE - Grade 6	81
Health & PE - Grade 7	89
Health & PE - Grade 8	83
Health & PE - Grade 9 (not Driver Education)	94
Health and Medical Sciences Exploratory - 36 Weeks	2
Health Education - Grade 10 (not Driver Education)	9
Health Education - Grade 11	14
Health Education - Grade 12	10
Health Education - Grade 6	4
Health Education - Grade 7	6
Health Education - Grade 8	4
Health Education - Grade 9 (not Driver Education)	5
Health Education & Driver Education - Grade 10	1
Health, PE, & Driver Education	4
Hospitality, Tourism, & Recreation II	1
IB Environmental Systems	1
IB Geography II	2
Independent Living	11
Independent Living Skills/ Special Education	98
Independent Study	20
Individual Development	8
Information Technology Fundamentals	2
Integrated Science	30
Intermediate Band	1
Intro to Programming/Game Design	2
Introduction to Animal Systems	1
Introduction to Culinary Arts	4
Introduction to Culinary Arts (18 Weeks)	2
Introduction to Drones	1
Introduction to Family & Human Services (18 Weeks)	1
Introduction to Family & Human Services (36 Weeks)	1
Introduction to Health & Medical Sciences - 36 Weeks	5
Introduction to Health and Medical Sciences - 18 Weeks	1
Introduction to Plant Systems	2

Introduction to Technology and Engineering	2
Introduction to Technology and Engineering (9 Weeks)	2
ISAEP/GED Program	20
Jobs for Virginia Graduates	4
Journalism I	1
Keyboarding	1
Keyboarding - Secondary	5
Keyboarding Applications	5
Keyboarding Middle - 18 Weeks	2
Kindergarten	4
Language Arts - Grade 1	78
Language Arts - Grade 2	79
Language Arts - Grade 3	115
Language Arts - Grade 4	125
Language Arts - Grade 5	138
Language Arts - Kindergarten	38
Language Arts - Pre-Kindergarten	3
Language Arts Laboratory I	53
Language Arts Laboratory II	54
Language Arts Laboratory III	56
Language Arts Laboratory IV	69
Law Studies	1
Leadership Development	5
Library Media Resource	7
Library/AVC Student Aide	1
Life and Physical Science Exploration	10
Life and Physical Science Supplemental	1
Life Planning (18 Weeks)	3
Life Planning (36 Weeks)	13
Life Science	184
Marine Science	2
Marketing	1
Master Barber I	1
Master Barber II	1
Master Barber III	1
Mathematical Analysis/Pre-Calculus	2
Mathematical Modeling	4
Mathematics - Grade 1	83
Mathematics - Grade 2	84
Mathematics - Grade 3	131
Mathematics - Grade 4	136
Mathematics - Grade 5	147
Mathematics - Grade 6	173
Mathematics - Grade 7	204
Mathematics - Grade 8	213
Mathematics - HS Independent Study	3
Mathematics - Kindergarten	47
Mathematics - Pre-Kindergarten	3
Mathematics - Supplemental	14

Mathematics - Supplemental (Middle School)	3
Media Literacy	4
Middle School Computer Science Elective	7
Middle School Mathematics I	2
Middle School Mathematics II	3
Middle School Mathematics III	1
Multimedia Art II	1
Music - Grade 1	8
Music - Grade 2	4
Music - Grade 3	15
Music - Grade 4	10
Music - Grade 5	15
Music - Independent Study	2
Music - Kindergarten	4
Music - Prior to Secondary	9
Music Appreciation/History/Theory	15
Music Recording & Production II	2
Music Theory	3
Mythology	1
Nutrition & Wellness (18 Weeks)	1
Nutrition & Wellness (36 Weeks)	6
Occupationally Applied Mathematics	7
Particular Topics in Computer Programming	1
Particular Topics in Spanish I	1
Particular Topics in Spanish II	1
Perf Human Relations Skill	7
Personal Development	13
Personal Finance (18 Weeks)	17
Personal Living & Finance	29
Photography I	1
Physical Education - Early Childhood Education/Fine Motor Skills	2
Physical Education - Grade 1	57
Physical Education - Grade 10	56
Physical Education - Grade 11/Personal Fitness I	28
Physical Education - Grade 12/Personal Fitness II	25
Physical Education - Grade 2	60
Physical Education - Grade 3	88
Physical Education - Grade 4	84
Physical Education - Grade 5	95
Physical Education - Grade 6	37
Physical Education - Grade 7	38
Physical Education - Grade 8	56
Physical Education - Grade 9	23
Physical Education - Kindergarten	29
Physical Education - Pre-Kindergarten	3
Physical Education - Prior to Secondary	24
Physical Science	183
Physics I	4
Pre-Vocational Skills/ Special Education	73

Principles Of Business And Marketing	3
Principles Of Technology I	1
Printmaking	1
Prior-to-Secondary (not grade differentiated) (Outplaced Students only)	1
Probability & Statistics	4
Programming 6640	1
Psychology I	11
Publication Production/Yearbook	1
Quantitative Reasoning	1
Reading - Grade 1	15
Reading - Grade 2	20
Reading - Grade 3	42
Reading - Grade 4	49
Reading - Grade 5	44
Reading - Grade 6	50
Reading - Grade 7	54
Reading - Grade 8	56
Reading - Kindergarten	9
Recreation Sports	27
Remedial Instruction Secondary - Not Reading	3
Science - Grade 1	77
Science - Grade 2	82
Science - Grade 3	113
Science - Grade 4	122
Science - Grade 5	136
Science - Grade 6	150
Science - Kindergarten	45
Science - Pre-Kindergarten	3
Small Engine Technology I	1
Small Engine Technology II	1
Small Instrument Ensemble Sel	1
Social Development Instruction	192
Social Sciences and History - Independent Study	2
Social Studies - Grade 1	71
Social Studies - Grade 2	79
Social Studies - Grade 3	119
Social Studies - Grade 4	93
Social Studies - Grade 5	113
Social Studies - Kindergarten	42
Social Studies - Pre-Kindergarten	3
Sociology	3
Spanish I - Regular Course	18
Spanish II	10
Spanish III	4
Spanish Immersion (Middle School)	2
Speech Applications/Theatre Arts Grade 8	1
Sport, Exercise & Health Science	3
Sports and Entertainment Marketing	1
Sports Physiology	1

Standardized Test Preparation	1
Strategic Marketing	1
Strategic Reading	9
Study Hall	11
Study Skills	17
Team Sports	3
Technical Theatre	1
Technology Foundations	2
Technology of Robotic Design (36 Weeks)	1
Theatre Arts - Grade 6	1
Theatre I/Introduction to Theatre	3
Trigonometry (One Semester)	2
Tutorial - Prior to Secondary	8
U.S. History to 1865	127
U.S. History: 1865 to Present	157
Utility/Heavy Construction Technology I	1
Veterinary Science I	1
Veterinary Science II	2
Video & Media Technology	1
Virginia & U.S. Government	92
Virginia & U.S. History	97
Virginia & US History Part I	8
Virginia & US History Part II	9
Virginia Studies (State Specific Studies)	36
Visual Art IV	9
Visual Arts - Independent Study	3
Visual Arts I	52
Visual Arts II	23
Visual Arts III	7
World Area Studies - MS	1
World Geography	56
World History & Geography to 1500 A.D.	116
World History & Geography: 1500 A.D. to the Present	89
Writing 6	4
Writing 8	3

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 2023-2024	School Year 2022-2023	School Year 2021-2022	School Year 2020-2021
77	39	98	96

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	115	
Number of schools that are fully accredited	102 ⁷	88.7%
Number of schools that are not yet accredited by an agency approved by VCPE	13 ⁸	11.3%

ACCREDITING AGENCY

Agency Names	Number of Schools ⁹	Percentage ¹⁰
The Following Agencies are Recognized by VCPE		
Virginia Association of Independent Schools (VAIS)	3	3.0%
Virginia Association of Independent Specialized Education Facilities (VAISEF)	96 ¹¹	94.1%
Middle States	3	3.0%
The following agencies have also accredited some of the private schools for students with disabilities but they are not recognized by VCPE		

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

⁸ This number includes schools that are not yet subject to the July 1, 2024, accreditation requirement because they are either new schools or have not had their first TRIENNIAL license for three years at the time of this report. One school that was subjected to the July 1, 2024, timeline is still not accredited, but has an application pending with Middle States.

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

Agency Names	Number of Schools ⁹	Percentage ¹⁰
The Following Agencies are Recognized by VCPE		
Agency Names	Number of Schools	Percentage
COGNIA™	27 ¹²	26.5%
Commission on Accreditation of Rehabilitation Facilities (CARF)	1 ¹³	< 1.0%

CLOSING SUMMARY

The VDOE continues to work collaboratively to support private schools with the data collection required. Moving forward, 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 through additional training on the importance of the accuracy and timely submission of the data with the local school division and private school program individuals responsible for the collection and reporting of data.

The VDOE is committed to making improvements in the data collection that will inform prioritization of areas that require additional support and guidance with a focus on improving academic and functional skills outcomes for children with disabilities placed in private schools for students with disabilities.

Additionally, this data will be used to enhance the VDOE’s fiscal and programmatic oversight in collaboration with other state agencies, such as the OCS, which manages the state pool of funds set aside for the funding of placements of students in private schools for students with disabilities as well as VDOE’s monitoring and licensing of special education private school programs.

¹² The schools licensed by COGNIA™ are also accredited by VAISEF.

¹³ This school licensed by CARF is also accredited by VAISEF.