



## COMMONWEALTH of VIRGINIA

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December 31, 2025

The Honorable L. Louise Lucas  
Chair, Senate Finance and Appropriations  
Committee  
General Assembly Building, Room 1404  
201 North 9th Street  
Richmond, VA 23219

The Honorable Luke E. Torian  
Chair, House Appropriations Committee  
General Assembly Building, Room 1223  
201 North 9th Street  
Richmond, VA 23219

The Honorable Barbara A. Favola  
Chair, Senate Education and Health Committee  
General Assembly Building, Room 509  
201 North 9th Street  
Richmond, Virginia 23219

The Honorable Sam Rasoul  
Chair, House Education Committee  
General Assembly Building, Room 910  
201 North 9th Street  
Richmond, Virginia 23219

Dear Chairs Lucas, Torian, Favola, and Rasoul:

The attached report has been prepared as a response to [Item 118 G.3.](#) of Chapter 725 (2025 Acts of Assembly). The *Appropriation Act* designates 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 Deputy Superintendent of Special Education and Specialized Populations, Dr. Samantha Marsh Hollins, at [Samantha.Hollins@doe.virginia.gov](mailto:Samantha.Hollins@doe.virginia.gov) or at (804) 750-8738.

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Anne Gullickson".

Emily Anne Gullickson, M.Ed. J.D.  
Superintendent of Public Instruction

EAG/SMH

c: The Honorable Aimee Rogstad Guidera  
Virginia Secretary of Education

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

Item 118.G.3 (Chapter 725, 2025 Acts of Assembly)

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## AUTHORITY

This report has been prepared as a response to Item 118 G.3 of Chapter 725 (2025 Acts of Assembly). The *Appropriation Act* designates the Virginia Department of Education (VDOE) to serve as the lead agency to collect and report data that will succinctly measure the progress and outcomes of students who are placed in private provider settings by such students' public school of residence in Virginia or have been placed in a private provider facility by other legal means for which the Commonwealth is responsible for providing education. Additionally, the *Appropriation Act* requires 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 Chairs 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
- (vii) parental and student perspectives.

Subsequently, in 2021, the General Assembly amended Item 138.G of HB 1800 (Chapter 552) to include Item 138.G.6, which charged 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 such as 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 adequately addressed in public school settings. 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 federal *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 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 VDOE, to facilitate a workgroup “to identify and define outcome measures to assess students' progress in private day placements.”

The required workgroup met in four meetings in the summer and fall of 2018. There was considerable discussion regarding the wide variety and severity of disabilities among the population of students who require private day school placement. Because of this, some in the workgroup were concerned regarding the relevance of global outcome measures of the educational services provided in the private day school setting. Other workgroup members felt that private day schools should be assessed on similar outcome standards as those for public school services for students with disabilities, since public schools face similar challenges in serving this population of students. The 2018 workgroup's findings and recommendations were presented to the Chairman of the House Education and Appropriations Committees and the Senate Educational and Health and Finance Committees, pursuant to Item 282 (O) of Chapter 2 of the 2018 *Appropriation Act* on November 1, 2018. Subsequently, the 2019 General Assembly passed HB 1700, which states, in Item 129 (G) of Chapter 854 of the 2019 *Appropriation Act*:

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

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

G.3. The department shall begin collecting outcome data for private day special education schools in the 2019-2020 school year, if possible, but no later than the 2020-2021 school year. If warranted, other state agencies shall provide appropriate support to facilitate the collection of such data. All public school divisions that have students enrolled in such a private provider facility shall include in their contract for services with the private provider a requirement for

the department to receive the data necessary to satisfy the data collections and subsequent reporting requirements. The department shall report annually on the outcome data for students enrolled in special education private day schools to Chairmen of the House Appropriations, House Education, Senate Finance, and Senate Education and Health Committees by the first day of the regular General Assembly Session.

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

G.5. The Department of Education and the Office of Children's Services shall have authority to implement these changes effective July 1, 2019, and prior to the completion of any regulatory process undertaken in order to effect such changes.

During the spring, summer, and fall of 2019, the advisory committee met over five sessions to discuss the existence of and/or the need for development of protocols for collecting and reporting on the outcome measures previously identified. In preparation for its deliberations, the advisory committee received a presentation from 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)<sup>1</sup> using a generic code of 600, representing that the student's educational placement was in a private provider setting. Following discussion on how the data on certain identified outcome measures regarding a specific private school could be collected, all private schools have been assigned a specific school code by the VDOE EIM office to 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, in 2021 the General Assembly amended Section 138.G of HB 1800 (Chapter 552) to include 138.G.6, which states:

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

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<sup>1</sup> 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.

school's accreditation status, including the accrediting body; and (vii) the number of incidents of restraint and seclusion occurring in each of the previous three academic years.

## DATA PRESENTATION

The data reflected below has been collected from the Student Records Collection (SRC), maintained by 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 were collected from the Virginia Commonwealth University (VCU) Rehabilitation Research and Training Center (RRTC), which collects and reports on postsecondary outcomes for all students with disabilities within the Commonwealth. Data for the Outcome Measures #9 and #10 were collected through a survey developed by the VDOE. 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 SPED Family Support and Special Facilities.

### 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 diploma<sup>2</sup>, General Educational Development Certificate (GED), or a certificate of program completion in accordance with the student's Individualized Education Program (IEP). This outcome shall be reported in the following categories:
  - Advanced Studies Diploma
  - Standard Diploma
  - Modified Standard Diploma
  - 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.

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<sup>2</sup> 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.

*Data Presentation:*

**GRADUATION DIPLOMA TYPE**

(Total Number of Eligible Graduates: 556

Percentage of Potential Graduates that Received a Diploma: 48%)

Diploma Type	Total Number of Diplomas
Advanced	4
Standard	95
Applied Studies	164
GED	0
Certificate	2
<b>Total</b>	<b>265</b>

**ON-TIME GRADUATION RATE**

Total Number of Graduates	Number of Graduates Meeting the On-Time Graduation Benchmark	Percentage
265	245	92%

**Outcome Measure #2 – Attendance**

*Outcome Measure Defined<sup>3</sup>:*

- Percentage of students who were enrolled in a private school for students with disabilities at any point during the school year who missed 10% of the school year for any reason are chronically absent.

*Data Presentation:*

**Attendance Reporting SY 2024-2025**

Outcome Measure	Total Number of Students	Total Number of Students Chronically Absent	Percentage
Percentage of students who were enrolled in a private school for students with disabilities at any point during the school year chronically absent.	3,724	657	17.6%

**Outcome Measure #3 – Individual Student Progress**

*Outcome Measure Defined:*

- Measurement of student progress over time in the following four key domains:

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<sup>3</sup> To ensure accuracy in attendance reporting, all attendance figures are based on data directly pulled from the Student Record Collection (SRC).

- 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 Facilities and Family Engagement, in collaboration with the VDOE Office of System Development and Databases, developed a data entry system, Student Improvement Measures and Summary (SIMS), so that designated school personnel 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 2024-2025 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:*

**INDIVIDUAL STUDENT PROGRESS SY 2024-2025**

	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
<b>Number of Students Assessed Using the SIMS Process</b>	<b>Development of Communication Skills, Social Relations, and Overall Social Function</b>	<b>Acquisition and Use of Knowledge and Skills (Including Literacy)</b>	<b>Use of Appropriate, Adaptive Behavior (Including Behavior that Interferes with Educational Services and Development of Coping Skills)</b>	<b>Development of Daily Living Skills and Skills in Self-Reliance and Self-Determination</b>
<b>3,284</b>	<b>90.47%</b>	<b>90.77%</b>	<b>88.58%</b>	<b>89.07%</b>

**Outcome Measure #4 – Standardized Test Scores**

*Outcome Measure Defined:*

- Percentage of students enrolled in private schools for students with disabilities who, in accordance with their Individualized Education Program (IEP), participated in the Virginia statewide assessment program in the following areas:
  - English/reading, and
  - Math
  
- Percentage of students enrolled in private schools for students with disabilities who, in accordance with their Individualized Education Program (IEP), received at proficient score on the Virginia statewide assessment program in the following areas:
  - English/reading; and
  - Math
  
- 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  
SCHOOL YEAR 2024-2025  
READING TOTALS**

<b>Outcome Measure: Participation in the Virginia Statewide Assessment Program</b>	<b>Total Number of Students with an IEP Requiring Participation in a Virginia Assessment</b>	<b>Total Number of Students Who Participated in the Statewide Assessment Program</b>	<b>Percentage</b>
Standards of Learning (SOL)	1,993	1,678	84.1%
Virginia Alternate Assessment Program (VAAP)	732	607	82.9%
<b>READING TOTALS</b>	<b>2,725</b>	<b>2,285</b>	<b>83.8%</b>

**PARTICIPATION IN THE VIRGINIA STATEWIDE ASSESSMENT PROGRAM  
SCHOOL YEAR 2024-2025  
MATHEMATICS TOTALS**

<b>Outcome Measure: Participation in the Virginia Statewide Assessment Program</b>	<b>Total Number of Students with an IEP Requiring Participation in a Virginia Assessment</b>	<b>Total Number of Students Who Participated in the Statewide Assessment Program</b>	<b>Percentage</b>
Standards of Learning (SOL)	2,882	2,125	73.7%
Virginia Alternate Assessment Program (VAAP)	725	604	83.3%
<b>MATHEMATICS TOTALS</b>	<b>3,607</b>	<b>2,729</b>	<b>75.7%</b>

**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
5,014	1,453	28.9%

**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
Standards of Learning (SOL)	1,678	299	17.8%
Virginia Alternate Assessment Program (VAAP)	607	497	81.8%
<b>READING TOTALS</b>	<b>2,285</b>	<b>796</b>	<b>34.8%</b>

**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
Standards of Learning (SOL)	2,125	156	7.3%
Virginia Alternate Assessment Program (VAAP)	604	500	82.8%
<b>MATHEMATICS TOTALS</b>	<b>2,729</b>	<b>656</b>	<b>24%</b>

**STUDENTS WITH DISABILITIES WHO WERE “OPTED OUT”<sup>4</sup> 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
3,487	283	8.1%

<sup>4</sup> 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.

**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	# Opted Out	Percentage
Standards of Learning (SOL)	1,993	65	3.3%
Virginia Alternate Assessment Program (VAAP)	732	72	9.8%
<b>READING TOTALS</b>	<b>2,725</b>	<b>137</b>	<b>5.0%</b>

**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	# Opted Out	Percentage
Standards of Learning (SOL)	2,882	71	2.5%
Virginia Alternate Assessment Program (VAAP)	725	75	10.3%
<b>MATHEMATICS TOTALS</b>	<b>3,607</b>	<b>146</b>	<b>4.0%</b>

**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 2024-2025  
ELEMENTARY TOTALS**

Grade Level	Number of Elementary Students in Private Placements in School Year 2024-2025	Number of Elementary Students Returned to Public School in School Year 2024-2025	Percentage
Grade 1	126	9	7.1%
Grade 2	223	17	7.6%
Grade 3	231	19	8.2%
Grade 4	279	15	5.3%
Grade 5	346	25	7.2%
<b>Total Elementary School Students</b>	<b>1,105</b>	<b>85</b>	<b>7.7%</b>

**RETURN TO PUBLIC SCHOOL SY 2024-2025**  
**MIDDLE SCHOOL TOTALS**

Grade Level	Number of Middle School Students in Private Placements in School Year 2024-2025	Number of Middle School Students Returned to Public School in School Year 2024-2025	Percentage
Grade 6	316	31	9.8%
Grade 7	486	47	9.7%
Grade 8	509	52	10.2%
<b>Total Middle School Students</b>	<b>1,311</b>	<b>130</b>	<b>9.9%</b>

**RETURN TO PUBLIC SCHOOL SY 2024-2025**  
**HIGH SCHOOL TOTALS**

Grade Level	Number of High School Students in Private Placements in School Year 2024-2025	Number of High School Students Returned to Public School in School Year 2024-2025	Percentage
Grade 9	586	63	10.8%
Grade 10	543	83	15.2%
Grade 11	462	66	14.3%
Grade 12	725	73	10.1%
<b>Total High School Students</b>	<b>2,316</b>	<b>285</b>	<b>12.3%</b>

**RETURN TO PUBLIC SCHOOL SY 2024-2025**  
**GRADE 1-12 TOTALS**

Grade Level	Total Number of Students Grades 1-12 in Private Placements in School Year 2024-2025	Total Number of Students Grades 1-12 Returned to Public School in School Year 2024-2025	Percentage
<b>Student Totals All Grades 1-12</b>	<b>4,732</b>	<b>500</b>	<b>10.6%</b>

**RETURN TO PUBLIC SCHOOL SY 2024-2025**  
**PK-K TOTALS**

Grade Level	Number of PK – K Students in Private Placements in School Year 2024-2025	Number of PK – K Students Returned to Public School in School Year 2024-2025	Percentage
<b>Pre-Kindergarten (PK)</b>	3	0	< 1.0%
<b>Kindergarten (K)</b>	58	1	1.7%
<b>Student Totals All Grades PK - K</b>	<b>61</b>	<b>1</b>	<b>1.6%</b>
<b>Student Totals All Grades PK - 12</b>	<b>4,793</b>	<b>501</b>	<b>10.5%</b>

## 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
255	163	63.9%	77	47.2%

#### 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	9.11%	34%
Enrolled in higher education, or competitively employed, within one year of leaving high school.	21	27.3%	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.	37	48.1%	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
191	3.9%

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

## Outcome Measure #8 – Restraint and Seclusion

### *Outcome Measure Defined:*

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

### *Data Presentation:*

<b>RESTRAINT AND SECLUSION SY 2020-2021 Through SY 2024-2025</b>		
<b>School Year</b>	<b>Total Number of Restraints</b>	<b>Total Number of Seclusions</b>
2024-2025	2,541	1,251
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<sup>5</sup>

### *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: 211**

<b>RESPONSES TO QUESTIONS</b>			
<b>Questions</b>	<b>Agree</b>	<b>Disagree</b>	<b>No Response</b>
My child’s school helped me become involved to improve services and results for my child with a disability.	<b>184</b>	<b>17</b>	<b>10</b>
I was comfortable asking questions, discussing my child’s progress, and expressing concerns about my child’s special education program and services.	<b>195</b>	<b>2</b>	<b>7</b>
My child’s private school and I participated in regular “two-way” communication throughout the school year.	<b>191</b>	<b>13</b>	<b>7</b>
I was provided information about school and community resources, supports, and	<b>178</b>	<b>26</b>	<b>8</b>

<sup>5</sup> Data represents survey results collected as of October 31, 2025

Questions	Agree	Disagree	No Response
services available to me to obtain assistance and information on the special education process.			
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.	189	15	8

## Outcome Measure #10 – Student Perspective Survey<sup>6</sup>

### *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: 259

#### RESPONSES TO QUESTIONS

Questions	Agree	Disagree	No Response
I feel welcomed in my private school.	241	14	4
Teachers and other adults at this school care about me and want me to succeed.	238	17	4
I am making progress in my school work since being in this school.	241	13	5
My behavior has improved since being in this school.	235	17	7
I am ready to go back to my home school.	83	74	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.

<sup>6</sup> This data includes survey results collected as of October 31, 2025.

*Data Presentation:*

Number of teachers not fully endorsed in the content area that they are teaching:<sup>7</sup> **660**

**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 2024-2025	SY 2023-2024	SY 2022-2023
38	32	27

**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: **264**

**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	Provisional (General Studies)
0	167	276	7	239	25

<sup>7</sup> This number includes staff members who are assigned as long-term substitutes.

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Applied English and Communications	1
Communication Skills/Special Education	58
Communications	5
Corrective Reading I	29
Corrective Reading II	26
Corrective Reading III	28
Corrective Reading IV	27
Corrective Reading V	18
Creative Writing	9
Developmental Reading I	28
Developmental Reading II	19
Developmental Reading III	10
Developmental Reading IV	13
Developmental Reading VI	1
English - Grade 10	145
English - Grade 11	127
English - Grade 12	111
English - Grade 6	147
English - Grade 7	172
English - Grade 8	192
English - Grade 9	159
English Composition (Freshman & Sophomore)	3
English Composition (Jr & Sr)	2
English Language & Literature - Supplemental	3
English as a Second Language I	2
Language Arts - Grade 1	71
Language Arts - Grade 2	105
Language Arts - Grade 3	105
Language Arts - Grade 4	128
Language Arts - Grade 5	150
Language Arts - Kindergarten	39
Language Arts - Pre-Kindergarten	4
Language Arts Laboratory I	55
Language Arts Laboratory II	36
Language Arts Laboratory III	43
Language Arts Laboratory IV	51
Language Arts Laboratory V	4
Public Speaking	1
Reading - Grade 1	16
Reading - Grade 2	23

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Reading - Grade 3	32
Reading - Grade 4	44
Reading - Grade 5	53
Reading - Grade 6	42
Reading - Grade 7	58
Reading - Grade 8	50
Reading - Kindergarten	9
Reading - Pre-Kindergarten	2
Strategic Reading	12
Writing 6	4
Writing 7	5
Writing 8	4
Algebra I	122
Algebra I - 2 Year Sequence Part I	50
Algebra I - 2 Year Sequence Part II	29
Algebra I/Geometry/Algebra II - 3 Year Sequence Part I	1
Algebra II	35
Algebra II & Trigonometry	1
Algebra III/Advanced Mathematics	1
Algebra, Functions, & Data Analysis	87
Analytic Geometry	3
Computer Mathematics	3
Economics & Personal Finance	7
Finite Mathematics	7
General Mathematics	84
General Mathematics	108
General Mathematics	77
General Mathematics	103
General Mathematics V	23
General Mathematics VI	1
Geometry	121
Geometry - 2 Year Sequence Part I	5
Geometry - 2 Year Sequence Part II	4
Geometry/Algebra II/Mathematical Analysis - 3 Year Sequence Part I	1
Mathematical Analysis/Pre-Calculus	1
Mathematical Modeling	3
Mathematics - Grade 1	76
Mathematics - Grade 2	112
Mathematics - Grade 3	120
Mathematics - Grade 4	142
Mathematics - Grade 5	161

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Mathematics - Grade 6	159
Mathematics - Grade 6 and part of Grade 7 Standards	2
Mathematics - Grade 7	199
Mathematics - Grade 8	213
Mathematics - HS Independent Study	5
Mathematics - Kindergarten	44
Mathematics - Pre-Kindergarten	4
Mathematics - Supplemental	17
Mathematics - Supplemental (Middle School)	1
Occupationally Applied Mathematics	1
Personal Living & Finance	24
Probability & Statistics	1
Trigonometry (One Semester)	5
AP Chemistry	1
Biology	133
Biology II - Advanced Survey of Biology Topics	3
Biology II - Anatomy/Physiology	1
Biology II - Ecology	33
Chemistry I	28
Conceptual Physics	1
Earth Science I	127
Earth Science II - Advanced Survey of Earth Science Topics	5
Earth Science II - Astronomy	4
Earth Science II - Geology	2
Earth Science II - Oceanography	7
Earth Science/Biology/Chemistry - Integrated Science - 3 Year Sequence Part I	2
Earth Science/Biology/Chemistry - Integrated Science - 3 Year Sequence Part II	2
Environmental Science	76
Forensic Laboratory Science	2
General Science	84
General Science	97
General Science	68
General Science	78
General Science V	17
Integrated Science	18
Life Science	121
Life Science	61
Life and Physical Science Exploration	16
Life and Physical Science Supplemental	6
Physical Science	181
Physics I	5

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Science - Grade 1	74
Science - Grade 2	107
Science - Grade 3	113
Science - Grade 4	138
Science - Grade 5	161
Science - Grade 6	146
Science - Kindergarten	43
Science - Pre-Kindergarten	4
Science, Technology & Society	1
20th Century History/Modern & Contemporary	1
AP Government & Politics: United States	1
AP U.S. History	2
Civics & Economics	165
Comparative Government	1
Contemporary World Issues	1
Economics	2
General Social Studies I	103
General Social Studies II	67
General Social Studies III	79
General Social Studies IV	83
General Social Studies V	16
Geography (Grade 8)	38
Law Studies	1
Philosophy	1
Psychology I	8
Social Sciences and History - Independent Study	1
Social Studies - Grade 1	76
Social Studies - Grade 2	114
Social Studies - Grade 3	120
Social Studies - Grade 4	100
Social Studies - Grade 5	138
Social Studies - Kindergarten	41
Social Studies - Pre-Kindergarten	4
Sociology	2
U.S. History to 1865	125
U.S. History: 1865 to Present	140
United States and World Studies	2
Virginia & U.S. Government	102
Virginia & U.S. History	119
Virginia & US History Part I	11
Virginia & US History Part II	11

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Virginia Studies (State Specific Studies)	49
World Area Studies	1
World Area Studies - MS	2
World Geography	70
World History & Geography to 1500 A.D.	72
World History & Geography to 1500 AD	54
World History & Geography to 1500 AD to the Present	29
World History & Geography: 1500 A.D. to the Present	39
Art (Grade 1)	9
Art (Grade 2)	11
Art (Grade 3)	13
Art (Grade 4)	21
Art (Grade 5)	26
Art (Grade 6)	21
Art (Grade 7)	21
Art (Grade 8)	25
Art (Kindergarten)	2
Art (Pre-Kindergarten)	2
Art Appreciation	11
Art History	4
Art-General	55
Ceramics/Pottery I	1
Crafts II	1
Drama (Grade 4)	4
Drama (Grade 5)	1
Drama (Grade 7)	2
Drama (Grade 8)	1
General Band I	1
General Band II	1
Intro to Programming/Game Design	1
Introduction to Theater I	2
Media Literacy	4
Multimedia Art I	2
Music (Grade 1)	4
Music (Grade 2)	8
Music (Grade 3)	5
Music (Grade 4)	8
Music (Grade 5)	9
Music (Grade 6)	7
Music (Grade 7)	10
Music (Grade 8)	12

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Music (Pre-Kindergarten)	2
Music Appreciation	14
Music History/Appreciation	8
Music Theory	2
Music-General	14
Photography I	1
Recording and Production Middle School	1
Small Ensemble I	1
Theater Arts I	1
Theater-Comprehensive	3
Visual Arts - Independent Study	8
Visual Arts-Comprehensive I	57
Visual Arts-Comprehensive II	25
Visual Arts-Comprehensive III	12
Visual Arts-Comprehensive IV	2
Visual Arts-Comprehensive V	2
Visual Arts-Drawing	3
Visual Arts-Drawing/Painting	1
Visual Communications Design I	1
Adapted Physical Education	45
Advanced Health	2
Advanced Physical Education/Individual/Dual Sports	13
Advanced Physical Education/Weight Training	1
Driver Education - Classroom Instruction	1
Health & PE - Grade 10 (not Driver Education)	54
Health & PE - Grade 11/Fitness Instructor I	1
Health & PE - Grade 12/Fitness Instructor II	5
Health & PE - Grade 6	75
Health & PE - Grade 7	86
Health & PE - Grade 8	85
Health & PE - Grade 9 (not Driver Education)	98
Health Education & Driver Education - Grade 10	1
Health Education - Grade 10 (not Driver Education)	18
Health Education - Grade 11	18
Health Education - Grade 12	14
Health Education - Grade 6	2
Health Education - Grade 7	5
Health Education - Grade 8	7
Health Education - Grade 9 (not Driver Education)	7
Physical Education - Grade 1	54
Physical Education - Grade 10	62

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Physical Education - Grade 11/Personal Fitness I	35
Physical Education - Grade 12/Personal Fitness II	25
Physical Education - Grade 2	70
Physical Education - Grade 3	70
Physical Education - Grade 4	87
Physical Education - Grade 5	102
Physical Education - Grade 6	38
Physical Education - Grade 7	46
Physical Education - Grade 8	42
Physical Education - Grade 9	37
Physical Education - Kindergarten	27
Physical Education - Pre-Kindergarten	4
Physical Education - Prior to Secondary	21
Recreation Sports	27
Sport, Exercise & Health Science	2
Sports Physiology	1
Team Sports	4
Advanced Programming	1
Computer Information Systems	1
Computer Information Systems (18 Weeks)	2
Computer Literacy - not Business or Math	2
Computer Science Foundations	3
Computer Systems Technology I	1
Digital Applications	7
Digital Applications (18 Weeks)	3
Digital Technology Foundations (18 Weeks)	1
Exploring Computer Science	6
Information Technology Fundamentals	1
Middle School Computer Science Elective	5
Programming 6640	1
Animation and Digital Content Technology	1
Journalism I	2
Television and Media Production I	1
Video & Media Technology	3
Business Individualized Program - Development	1
Business Individualized Program - Development	1
Business Management	3
Business Management (18 Weeks)	2
Keyboarding	2
Keyboarding Applications	1
Keyboarding Middle - 18 Weeks	5

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Marketing	4
Principles Of Business And Marketing	6
Word Processing	1
Manufacturing Systems I	1
Introduction to Health & Medical Sciences - 36 Weeks	1
Forensic Technology	1
Baking and Pastry Specialization	1
Catering/Banquet Specialization	1
Culinary Arts I	9
Culinary Arts II	8
Hospitality, Tourism, & Recreation I	1
Hospitality, Tourism, & Recreation II	2
Introduction to Culinary Arts	1
Introduction to Culinary Arts (18 Weeks)	1
Building Trades I	2
Building Trades II	1
Cabinetmaking I	1
Cabinetmaking II	1
Carpentry I	1
Carpentry II	1
Construction Technology	1
Construction and Mechanical Trades	1
Renewable Energy	1
Introduction to Animal Systems	1
Introduction to Plant Systems	1
Veterinary Science I	2
Veterinary Science II	1
Braille/ Special Education	4
Career Investigations	8
Career Investigations (18 Weeks)	4
Career Investigations (36 Weeks)	46
Career Investigations (9 Weeks)	2
Career, Community and Family Connections (18 Weeks)	1
Career, Community and Family Connections (36 Weeks)	2
Child Development and Parenting (18 Weeks)	3
Child Development and Parenting (36 Weeks)	1
Cosmetology I	4
Cosmetology I (Part 1 of 2-Year Program)	1
Cosmetology II	2
Deaf Studies/ Special Education	1
Dual Enrollment not defined by another SCED code	1

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Economics & Personal Finance	82
Family & Consumer Sciences Exploratory I (9 Weeks)	2
Family & Human Services I (36 Weeks)	1
Food Science and Dietetics	1
Independent Living Skills/ Special Education	94
Individual Development	1
Life Planning (18 Weeks)	1
Life Planning (36 Weeks)	10
Nutrition & Wellness (36 Weeks)	5
Personal Development	33
Personal Finance (18 Weeks)	6
Pre-Vocational Skills/ Special Education	67
Unmanned Aircraft Systems I	1
Introduction to Technology and Engineering	3
Technology and Engineering Foundations	4
Technology of Robotic Design (36 Weeks)	1
Academic Support - Elementary School	20
Academic Support - Middle School	21
Academic Support I	40
Academic Support II	12
Academic Support III	4
Academic Support IV	5
Academic Support V	5
Academic Support VI	1
Career Education	18
Career Explorations	44
Career Strategies (36 Weeks)	15
Careers & You	4
Communication Instruction	16
Community Living	26
Community Service	3
Developmental Support	12
Diversified Occupations	7
Education for Employment - Exploratory Development	6
Education for Employment - Exploratory Preparation	23
Education for Employment - Exploratory Preparation (18 Weeks)	1
Education for Employment I - Development (18 Weeks)	20
Education for Employment I - Development (36 Weeks)	5
Education for Employment I - Preparation	11
Education for Employment I - Preparation (18 Weeks)	1
Education for Employment II - Development (18 Weeks)	3

<b>Subjects Taught</b>	<b>Number of Teachers</b>
Education for Employment II - Development (36 Weeks)	25
Education for Employment II - Preparation (18 Weeks)	1
Education for Employment II - Preparation (36 Weeks)	30
Functional Skills - Elementary School	107
Functional Skills - Middle School	81
Functional Skills I	61
Functional Skills II	26
Functional Skills III	24
Functional Skills IV	42
Functional Skills V	17
ISAEP/GED Program	7
Independent Living	9
Independent Living (18 Weeks)	3
Independent Study	12
Introduction to Leadership	4
Jobs for Virginia Graduates	3
Jobs for Virginia Graduates - Middle School	3
Jobs for Virginia Graduates I	8
Jobs for Virginia Graduates II	1
Jobs for Virginia Graduates III	1
Jobs for Virginia Graduates IV	5
Library Media Resource	6
Remedial Instruction Secondary - Not Reading	1
Seminar	1
Social Development Instruction	149
Standardized Test Preparation	5
Study Hall	6
Study Skills	30
Tutorial - Prior to Secondary	9
American Sign Language I	2
American Sign Language III	1
American Sign Language for Young Learners - Middle School	1
Chinese I	1
Foreign Language - Exploratory (Multi-language)	2
French II	3
German I - Regular Course	1
Latin I - Regular Course	1
Particular Topics in Spanish I	1
Spanish I - Regular Course	21
Spanish II	12
Spanish III	2

Subjects Taught	Number of Teachers
Spanish Immersion (Middle School)	1

## 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 2024-2025	School Year 2023-2024	School Year 2022-2023	School Year 2021-2022
72	77	39	98

## Outcome Measure #16 – School Accreditation Status

### Outcome Measure Defined:

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

### Data Presentation:

#### ACCREDITATION STATUS OF PRIVATE SCHOOLS FOR STUDENTS WITH DISABILITIES

Status	Number of Schools	Percentage
Number of private schools for students with disabilities licensed by the Virginia Department of Education (VDOE)	114	N/A
Number of schools that are fully accredited	105	92.1%
Number of schools that are not yet accredited by an agency approved by VCPE	9	7.9%

#### ACCREDITING AGENCY

#### The Following Agencies are Recognized by VCPE

Agency Names	Number of Schools <sup>8</sup>	Percentage <sup>9</sup>
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<sup>8</sup> The total numbers identified here exceed the number of accredited schools referenced above due to the fact that several of the private schools for students with disabilities seek and obtain accreditation from multiple agencies due to the types of services they deliver.

<sup>9</sup> This percentage is computed based on the number of accredited schools.

Virginia Association of Independent Schools (VAIS)	3	2.6%
Virginia Association of Independent Specialized Education Facilities (VAISEF)	98	86%
Middle States	4	3.5%

**The following agencies have also accredited some of the private schools for students with disabilities but they are not recognized by VCPE**

<b>Agency Names</b>	<b>Number of Schools</b>	<b>Percentage</b>
COGNIA™	21	18.4%
Commission on Accreditation of Rehabilitation Facilities (CARF)	6	<5.2%

## CLOSING SUMMARY

While we have provided numerous trainings on data collection to the private school administrators and local educational agency private placement coordinators, VDOE continues to observe inconsistencies in the collection and reporting of the data elements to the VDOE between the private schools and the local educational agencies. As such, VDOE staff will continue to work collaboratively to identify the cause of these inconsistencies and to develop a more cohesive data collection methodology.

In addition, VDOE will develop guidance to the field regarding this topic through additional trainings 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, reporting, and entering of the data into the Student Record Collection (SRC), Master Student Schedule (MSC), and the Student Improvement Measures and Summary (SIMS) databases as appropriate. Staff within the VDOE Department of Special Education and Specialized Populations will also collaborate with the VDOE Office of Data Services, the VDOE Office of Technology and Systems Development, and the Coordinator of Special Education Data within the VDOE Office of Special Education Program Improvement to evaluate the effectiveness of the current data collection process, consider additional data collection points, identify training needs, that will result in more efficient reporting and collection of the required data.

The VDOE is committed to making improvements in the data collection that will inform and bring attention to areas that need improvement and guide VDOE's work toward improving academic and functional skills outcomes for children with disabilities placed in private schools for students with disabilities as their least restrictive educational environment, which will ultimately lead to the students' return to the public day school setting. Additionally, this data will be used to enhance the VDOE's fiscal and programmatic oversight in collaboration with other state agencies, such as the Office of Children's Services (OCS), which manages the state pool of funds set aside for the funding of placements of students in private schools for students with disabilities. Additionally, this data will continue to be used to support VDOE's monitoring and licensing of special education private school programs.