# State Performance Plan / Annual Performance Report: Part B for STATE FORMULA GRANT PROGRAMS under the *Individuals with Disabilities Education Act*

**For reporting on  
Federal Fiscal Year (FFY) 2021**

**Virginia**

U.S. Department of Education seal

**Part B Due February 1, 2023**

**U.S. DEPARTMENT OF EDUCATION**

**WASHINGTON, DC 20202**

## Introduction

### Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State’s systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State’s General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

### Intro - Indicator Data

#### Executive Summary

* Not applicable

#### Additional information related to data collection and reporting

* Not applicable

#### Number of Districts in your State/Territory during reporting year

* 132

#### General Supervision System:

**The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.**

* The Virginia Department of Education’s (VDOE’s) general supervision system to identify noncompliance in special education programs consists of multi-faceted monitoring processes based on a model released by the U.S. Department of Education, Office of Special Education Programs (OSEP). The State’s system includes stakeholder involvement; applications for funding; review of policies and procedures; data collection, reporting, and verification; self-assessments and on-site monitoring with parent involvement; and dispute resolution. On-site monitoring includes visits to school districts; regional special education programs, local and regional jails, and nursing homes; state-operated programs including hospital programs, schools for the deaf and blind, rehabilitation centers, state training schools, state mental health centers, and juvenile detention and adult correctional facilities; and VDOE-licensed private day and residential schools. Visits of local educational agencies (LEAs) and other facilities are conducted on-site or using various virtual strategies such as Zoom meetings, telephone conference calls, virtual use of the LEAs’ student record computer system or the Virginia Individualized Education Program (IEP) system, and record scanning.

Virginia’s comprehensive monitoring system for continuous improvement is designed to ensure continuous examination of performance for compliance and results. All districts participate annually in some level of Virginia’s comprehensive monitoring system. The components of Virginia’s comprehensive monitoring system include compliance indicator reviews; on-site focused reviews; and targeted reviews (i.e., self-assessments, audit findings, complaints, investigations).

The VDOE analyzes year-end data for all compliance indicators to identify school districts with performance rates indicating noncompliance. Whenever a finding of noncompliance is identified, the district is required to develop corrective action that addresses all identified areas of noncompliance to include improvement strategies and timelines to ensure correction. Timelines for correction are set, ranging from immediately to one year. The VDOE may require periodic progress reports as necessary and also follow up through frequent visits and/or telephone contacts. For final closure, the district must demonstrate correction according to OSEP’s “two-pronged test” for correction. Districts must demonstrate individual and systemic correction as soon as possible, but no later than one year from the notification of noncompliance.

The VDOE’s approach to monitoring adherence by all school districts in the State to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* includes a five-year cyclical approach. This cyclical process allows a rotation of the 132 school districts to be monitored no less than every five years. Each year, between the months of September and December, school districts within that current year’s cohort utilize the Core Special Education Assessment (CSEA) to assess its special education programs and services. The assessment process requires the LEA to use the district’s special education documents and special education student records, and involves multiple staff to answer the regulatory questions. Following a cohort district’s completion and submission to the VDOE of this assessment, assigned monitors conduct a desk audit of the documentation. Subsequently, the monitor conducts a review and validation process with the district by probing/discussing reported noncompliance as well as compliance. This review and validation process also consists of a reassessment by the monitor of randomly selected items in the CSEA and associated district policies, procedures, practices, and student records. A final report is developed to summarize the findings from each area of the review and sent to the district leadership. The summary report identifies strengths and weaknesses of the Special Education Programs, emerging improvements, areas for program improvements, and areas of individual and general supervision noncompliance with *Individuals with Disabilities Education Act* (IDEA) regulations.

The VDOE monitors districts’ compliance for children with disabilities who have been publicly placed in regional special education programs; local and regional jails; nursing homes; state-operated programs including hospital programs, the school for the deaf and blind, rehabilitation centers, state training schools, state mental health centers, and juvenile detention and adult correctional facilities; and private day and residential schools. Services provided to children with disabilities in these school districts and facilities are monitored in three ways: 1) each must review compliance for children and youth as part of its self-assessment; 2) VDOE reviews the files for children and youth when it conducts its on-site visit to the school district or facility; and 3) VDOE monitors to ensure the provision of free appropriate public education (FAPE) to these students by making on-site visits to the school districts and facilities to ensure compliance and to make recommendations for program improvement.

To ensure that all school districts correct any identified compliance deficiencies within a reasonable period of time, not to exceed one year from identification, VDOE has implemented a tracking system to monitor the correction of the noncompliance findings that were identified through local district self-assessments and the State’s on-site reviews. Tracking of noncompliant findings in the self-assessment begins following receipt of the self-assessment reports and program improvement plans. Tracking of noncompliant findings resulting from VDOE’s reviews begins from the issue date of the report.

The VDOE continually enhances its IDEA fiscal supervision and monitoring procedures to comply with related distribution and use of IDEA Part B funds and ensure school districts are being fiscally prudent and compliant with Federal regulations. The supervision of school districts is structured according to tiered levels of risk and need. Virginia’s system of general supervision includes several mechanisms to provide oversight in the distribution and use of IDEA funds at the state level. Some of these mechanisms are reached through the VDOE Single Sign-On Web Systems (SSWS) secure internet portal. The applications are designed and embedded with information and instruction on fiscal regulations to assist school districts in maintaining compliance.

Virginia’s Regulations Governing Special Education Programs for Children with Disabilities set forth three special education dispute resolution options to address disagreements regarding the identification, evaluation, educational placement, and services of their child, or the provision of a FAPE. These options include: 1) parents and the local school district entering into mediation to resolve the dispute, 2) the filing of a complaint that the school district has erred in meeting its special education obligations, and 3) the parent or local school district filing a request for a due process hearing to have a hearing officer determine the appropriate outcome for the child.

The Office of Dispute Resolution and Administrative Services (ODRAS) within the VDOE Department of Special Education and Student Services: 1) administers the three Federally-mandated special education dispute resolution options; 2) manages facilitated IEPs; 3) provides technical assistance to parents and school districts regarding special education laws and regulations; 4) develops and updates various special education resource materials; 5) provides training to school districts regarding regulatory compliance; and 6) works collaboratively with other offices within the Department of Special Education and Student Services, as appropriate. In addition, the Parent Ombudsman serves as a resource to parents in non-legal special education matters.

#### Technical Assistance System:

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.**

* The purpose of the VDOE’s special education technical assistance is to provide evidence-based professional development for quality educational opportunities for children and youth with disabilities. The focus of the activities is access to the general education curriculum and effective practices that lead to successful school achievement and post-school outcomes for students with disabilities from ages 2–21, inclusive. There are ongoing, regularly scheduled activities as well as new initiatives that are field-tested to determine their effectiveness. Staff members provide leadership for activities and initiatives addressing the educational needs of students identified with specific disabilities in all disability categories and specialized processes or procedures including: accessible instructional materials, assistive technology, behavior management, special education eligibility and individualized education program development, special education administration, and related services.

Activities are driven by demographic and achievement-related data analyses. Initiatives are derived from research findings or from systems that have been proven to be effective for students with disabilities through evidence-based practices.

The VDOE also funds regional centers supported by the VDOE Department of Special Education and Student Services, known as Training and Technical Assistance Centers (TTACs). The TTACs deliver direct technical assistance and support to LEAs. Their mission is to improve educational opportunities and contribute to the success of children and youth with disabilities. The services are designed to increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities. The Centers’ focus is on educators in schools designated by the VDOE as needing improvement on behalf of students with disabilities. Their offices and libraries are located in universities based in the eight Superintendent of Public Instruction’s regions in Virginia.

Additional centers and networks include:

Accessible Instructional Materials Center of Virginia (AIM-VA): The AIM-VA produces and delivers accessible instructional materials for LEAs in Virginia who have students with an IEP indicating a need for alternate formats of printed materials. The Center also provides training and technical assistance on the use of these accessible instructional materials.

Assistive Technology (AT) Network: The AT Network is a group of assistive technology specialists from regional TTACs. This group plans and provides statewide technical assistance and professional development regarding AT consideration, evaluation, and implementation. Additionally, members of the AT Network build capacity within districts by assisting with the creation of AT Teams within individual school districts.

Virginia Commonwealth University’s Autism Center for Excellence (VCU-ACE): The VCU-ACE offers a variety of training opportunities through online and face-to-face training as well as embedded technical assistance in school districts. The VCU-ACE strives to meet the needs of all learners across the state of Virginia by providing training activities and resources for the emergent learner, developing learner, as well as district leaders who provide professional development activities and resources that will assist with systematic change and fidelity of evidence-based practices in autism spectrum disorder (ASD). The VCU-ACE offers a variety of training opportunities through online coursework and many on-demand options such as videos and presentations.

Community of Leaders in Autism (CoLA): The CoLA is a responsive network of autism leaders from participating districts. The CoLA Teams participate in two regional meetings per year and one statewide summer institute. The CoLA represents a partnership between school districts, VCU-ACE, regional TTACs, and the VDOE. The CoLA members share a common interest in the improvement of service delivery and use of evidence-based practice for students with ASD and create a strong community that fosters trust and encourages collaboration and sharing.

Technical Assistance Center for Children Who Are Deaf and Hard of Hearing: The Technical Assistance Center for Children Who Are Deaf and Hard of Hearing is funded by the VDOE to provide training and technical assistance in the areas of deafness and hearing impairment. Assistance is available to local public school systems as well as state-operated programs, including early intervention through the Virginia Network of Consultants for Professionals Working with Children Who Are Deaf and Hard of Hearing (VNOC).

Virginia Project for Children and Young Adults with Deaf-Blindness (VDBP): The VDBP is a statewide program designed to provide technical assistance, training, distance education, and networking information to families, teachers, and service providers of individuals, birth through age 21, who have both a hearing loss and a vision loss. The Virginia Deaf-Blind Project is committed to supporting families, teachers, and service providers in their endeavors to improve outcomes for children and youth who experience both vision and hearing loss.

Center on Transition Innovations: The Center provides resources for professionals, individuals with disabilities, and their representatives, and is committed to developing and advancing evidence-based practices to increase the hiring and retention of individuals with disabilities. The Center is designed to research and spotlight the strategies and circumstances that produce optimal employment and career achievement for youth with disabilities and provide knowledge transfer with a variety of information (via webinars, white papers, fact sheets, and online classes). Staff assist school districts with implementation of a variety of programs such as Project Search, Start on Success, Customized Employment, and Supported Employment.

Center for Family Involvement: The Center works with families to increase their skills as decision-makers, mentors, and leaders so that their family members with disabilities can lead the lives they want. Through self-advocacy activities, youth and adults with disabilities have information and support to speak for themselves and be leaders in their home communities and in state-level activities. The Center is committed to helping agencies and organizations deliver person-centered and user-friendly services and supports in neighborhoods and communities.

Parent Education Advocacy Training Center (PEATC): The PEATC is an independent Center funded by the U.S. Department of Education and serves at Virginia’s Federally Funded Parent Training and Information (PTI) Center. The PEATC’s information, resources, and training promote respectful, collaborative partnerships between parents, schools, professionals, and the community that increase the possibilities of success for children with disabilities.

Virginia’s Parent Resource Centers (PRCs): The PRCs are committed to a positive relationship between parents and schools. The PRCs assist parents with questions and planning as well as provide resources and training sessions.

Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC): The VTSS-RIC’s mission is to build state and local capacity for a sustained tiered system of academic, behavioral, and social-emotional supports that are responsive to the needs of all students. The VTSS-RIC assists VDOE with the evaluation of participating LEAs through their participation in both the Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) components of VTSS.

#### Professional Development System:

**The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.**

* Professional development and related resources are developed to provide support and professional development to parents, school personnel, and other consumers. All resources are intended to provide guidance for addressing the regulatory requirements and instructional elements needed for a student’s FAPE that is linked directly to the indicators and improvement activities established in the State Performance Plan/Annual Performance Report (SPP/APR). Through this model, the VDOE uses a variety of means, at varying levels of intensity, to build capacity throughout the State. The State’s Regulations Governing Special Education Programs for Children with Disabilities in Virginia provide state-operating standards for districts along with the following accompanying guidance documents: 1) Implementation of the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, 2009; 2) *Developing Local Policies and Procedures Required for Implementation of Special Education Regulations in Virginia’s Public Schools*; and 3) the *Parents’ Guide to the Virginia Regulations*.

The VDOE Department of Special Education and Student Services staff members are assigned to regional teams to provide technical assistance and professional development, including one representative from each of the following offices on each team: Special Education Instructional Services (SEIS); Dispute Resolution and Administrative Services (ODRAS); Special Education Program Improvement (SEPI); and Specialized Education Facilities and Family Engagement (FFE). The regional teams provide guidance for addressing the regulatory requirements and instructional elements needed for a student’s FAPE.

In addition, the VDOE Department of Special Education and Student Services e-learning modules provide an opportunity for individuals to increase knowledge and skills in a variety of areas such as: Special Education Evaluation and Services, Prior Written Notice, Calculating and Reporting Placement and Services, and Back to Basics modules focused on compliance with Federal law and state regulations.

The Virginia Tiered Systems of Supports (VTSS) is a data-informed, decision-making framework for establishing the academic, behavioral, social, and emotional supports needed for a school to be an effective learning environment for all students. The VTSS systemic approach allows districts, schools, and communities to provide multiple levels of supports to students in a more effective, efficient, and clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social, and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Two leadership academies provide professional development for administrators. The Aspiring Special Education Leaders Academy is a program established to assist school districts and state-operated programs with succession planning and is designed to help prepare potential leaders for future administrative positions in special education. This yearlong program includes workshops, seminars, observations, assignments, and field experiences. Participants have opportunities to gain knowledge, skills, and experiences that will help them excel in positions of special educational leadership. The New Special Education Directors Academy provides orientation of the various VDOE offices, critical technical assistance resources, regulatory information, dispute resolution, and a mentor for newly appointed administrators.

The VDOE supports seven TTACs, located at universities across the Commonwealth, to improve educational opportunities and contribute to the success of children and youth with disabilities (birth through age 22). The VDOE determines the scope of work for the TTACs, which is outlined in an annual cooperative agreement holding TTACs responsible for the regional delivery of school improvement, special education, early learning, and school readiness services. The cooperative agreement details specific responsibilities in the work of TTACs with local districts and community schools, organized by priority areas. The TTACs provide varying levels of technical assistance and professional development in these areas, based on LEA’s SPP/APR performance and compliance indicator data. The TTACs use multiple years of SPP/APR data to identify patterns of strengths and weaknesses within each LEA and across LEAs located in their regions. The TTACs also provide information and services regarding IDEA to parents and families of children with disabilities and those at risk of being identified as disabled.

The VDOE’s TTAC Online is a resource for professionals and family members of children and youth with disabilities (birth through age 22). The website offers a wide range of resources, events (trainings, conferences, and webinars/webcasts), and free online training opportunities. Online trainings cover a wide range of topics such as assistive technology, behavior, curriculum and instruction, and transition.

#### Broad Stakeholder Input:

**The mechanisms for soliciting broad stakeholder input on the State’s targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State’s Systemic Improvement Plan (SSIP).**

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

**Apply stakeholder involvement from introduction to all Part B results indicators (y/n)**

* Yes

**Number of Parent Members:**

* 49

#### Parent Members Engagement:

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

* Parent members of the Virginia SSEAC, PEATC staff, parents from local and statewide advisory committees, focus groups comprised of parents and youth with disabilities, and individual parents were engaged in reviewing the FFY 2021–2025 targets, analyzing historical and current data, developing improvement strategies, and evaluating progress. As explained above, VDOE staff members held numerous opportunities to gather stakeholder input that spanned from February 2022 through January 2023. Following each event, the indicator chairs summarized the discussion and documented stakeholder input. In total, VDOE staff members engaged with more than 500 stakeholders including 49 parents, 21 youth with disabilities, and countless persons with disabilities. These highly valued partnerships provided framework and connection to Virginia’s FFY 2021 Part B SPP/APR.

#### Activities to Improve Outcomes for Children with Disabilities:

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

* The VDOE staff once again made a deliberate attempt to be more inclusive across Virginia’s vast geographic regions to capture a more representative population of the State’s diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities. Specifically, staff from the Special Education and Student Services (SESS) Office of Family Engagement provided services in every one of the eight Superintendent’s Regions within the Commonwealth during this period by providing more than three dozen presentations/trainings on the following topics:
* Critical Decision Points for Families of Children with Disabilities
* Communicating and Collaborating with Your School Division
* Supporting Your Child with At-Home Work
* Family Engagement and Secondary Transition
* Legal Requirements and Effectiveness Training for Local Special Education Advisory Committees (SEACs)
* Helping Your Child Develop Autonomy
* The Role of the Special Education Parent Ombudsman

In addition, SESS Family Engagement staff provided information directly to over 23,000 family members through the "Engage Your Family" newsletter via GovDelivery and countless points of contact through Twitter (@VDOE\_SESS, #FamilyEngagementFriday); the Information for Families webpage on the VDOE website; and numerous one-pager resources for families on various topics.

Moving forward, VDOE staff members intend to expand the number of parents and youth with disabilities reached in face-to-face settings such as the annual I'm Determined conference and MOVE conferences that are held each summer that are attended by numerous parents.

#### Soliciting Public Input:

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

* From February 2022 through January 2023, staff members from the VDOE organized and engaged with numerous stakeholder groups, including parents, youth with disabilities, state and local advisory panels, advocacy groups, local district staff, communities of practice, university faculty, and other state agency staff members. Specifically, VDOE staff members served as indicator chairs by topical area with a focus on analyzing the data, developing improvement strategies, and evaluating progress across numerous settings throughout the year since the last submission of the Part B APR.

#### Making Results Available to the Public:

**The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

* As a culminating activity, state agency staff members met in topical areas of interest with members of the SSEAC during their December 2022 public meeting.

#### Reporting to the Public

**How and where the State reported to the public on the FFY 2020 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2020 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP/APR, including any revision if the State has revised the targets that it submitted with its FFY 2020 APR in 2022, is available.**

* The VDOE has developed its SPP with input from stakeholders and with the expectation that the SPP would be disseminated to the public following the submission of the APR each February. The VDOE reports to the public on the progress or slippage in meeting the measurable and rigorous targets found in the SPP each June of the same year and refers to this as the Special Education Performance Report to the Public. Additionally, the VDOE reports to the public on the performance of each LEA located in the State on the targets in the SPP.

The [Special Education Performance Report to the Public](https://vdoe.prod.govaccess.org/?navid=657) is disseminated to all school districts in the State, to members of the SSEAC, and is available online at https://vdoe.prod.govaccess.org/programs-services/special-education/reports-plans-statistics/special-education-performance-report-2020-2021. The [SPP](https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Virginia) is also available here at https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Virginia.

### Intro - Prior FFY Required Actions

* None

### Intro - OSEP Response

* The State did not describe the mechanisms for soliciting broad stakeholder input on the State’s targets in the SPP/APR and subsequent revisions that the State made to those targets. Specifically, the State did not report a description of the activities conducted to increase the capacity of diverse groups of parents.

OSEP issued a monitoring report to the State on June 23, 2020 and subsequent letters on February 8, 2022, September 1, 2022 and February 17, 2023 summarizing the current status of OSEP’s review of the State’s outstanding noncompliance first identified in OSEP’s monitoring report, and of the documentation provided to date. As noted in both the February 17, 2023 letter, the State has corrected some but not all of the findings. OSEP is reviewing documents the State has already submitted and will review any additional documents the State wishes to submit that address the outstanding findings.

### Intro - Required Actions

## Indicator 1: Graduation

### Instructions and Measurement

**Monitoring Priority:** FAPE in the lease restrictive environment (LRE)

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the *Individuals with Disabilities Education Act* (IDEA), using the definitions in EDFacts file specification FS009.

#### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

#### Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), and compare the results to the target. Provide the actual numbers used in the calculation.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

### 1 - Indicator Data

Historical Data (1)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 70.74% |

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 52.00% | 56.00% | 56.00% | 61.00% | 70.74% |
| Data | 53.86% | 59.80% | 61.24% | 62.88% | 70.74% |

Historical Data (FFY) (1)

Targets (1)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 71.24% | 71.74% | 72.24% | 72.74% | 73.24% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Prepopulated Data (1)

SY = school year

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 8,753 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) | Blank cell |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 2,513 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 7 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 1,020 |

FFY 2021 SPP/APR Data (1)

| **Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 8,753 | 12,293 | 70.74% | 71.24% | 71.20% | Did not meet target | No Slippage |

#### Graduation Conditions

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.**

* To have graduated in 2020-2021 with a regular diploma (Standard Diploma) in Virginia, a student earned at least 22 standard units of credit by passing required courses and electives. The minimum course requirements included: English (4); Math (3); Laboratory Science (3); History and Social Sciences (3); Health and Physical Education (2); Foreign Language, Fine Arts, or Career and Technical Education (2); Economics and Personal Finance (1); and electives (4). The student must also have earned a board-approved career and technical education credential and successfully completed one virtual course, which may have been noncredit bearing.

In addition, all recipients of the Standard Diploma earned at least six verified credits by passing end-of-course Standards of Learning (SOL) tests (i.e., statewide assessments) or other assessments approved by the State Board of Education. The minimum verified units of credit include: English (2), Math (1), Laboratory Science (1), History and Social Sciences (1), and student-selected assessment (1). Additional information pertaining to the [minimum course and credit requirements for the Standard Diploma](https://www.doe.virginia.gov/?navid=160) can be found at https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/standard-diploma-graduation-requirements.

The conditions to graduate with a regular high school diploma in Virginia are the same for all students, including students with IEPs.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

* No

**Provide additional information about this indicator (optional)**

### 1 - Prior FFY Required Actions

* None

### 1 - OSEP Response

### 1 - Required Actions

## Indicator 2: Drop Out

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the *Individuals with Disabilities Education Act* (IDEA), using the definitions in EDFacts file specification FS009.

Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

#### Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

#### Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

### 2 - Indicator Data

Historical Data (2)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 6.66% |

Historical Data (FFY) (2)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target <= | 1.60% | 1.50% | 1.40% | 1.40% | 6.66% |
| Data | 1.65% | 1.70% | 1.51% | 1.42% | 6.66% |

Targets (2)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target <= | 6.41% | 6.16% | 5.91% | 5.66% | 5.41% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Prepopulated Data (2)

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 8,753 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) |  |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 2,513 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 7 |
| SY 2020-21 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/25/2022 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 1,020 |

FFY 2021 SPP/APR Data (2)

| **Number of youth with IEPs (ages 14-21) who exited special education due to dropping out** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 1,020 | 12,293 | 6.66% | 6.41% | 8.30% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

* Stakeholders believe the reason for slippage is twofold: 1) ongoing challenges with recruitment and retention of staff that serve as points and links of contact for students and families; and 2) many families left the area due to the ongoing pandemic and students did not re-enroll, often entering the workforce.

**Provide a narrative that describes what counts as dropping out for all youth**

* Consistent with the National Center for Education Statistics Common Core of Data, the VDOE defines a dropout as a student who was enrolled at any time during the previous school year but is not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions: 1) enrolled in another public school district, private school, or approved education program; 2) temporarily absent due to suspension or illness; or 3) deceased.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

* No

**If yes, explain the difference in what counts as dropping out for youth with IEPs.**

**Provide additional information about this indicator (optional)**

### 2 - Prior FFY Required Actions

* None

### 2 - OSEP Response

### **2 - Required Actions**

## Indicator 3A: Participation for Children with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

1. Participation rate for children with IEPs.
2. Proficiency rate for children with IEPs against grade level academic achievement standards.
3. Proficiency rate for children with IEPs against alternate academic achievement standards.
4. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

#### Measurement

1. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), *i.e.*, a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3A - Indicator Data

Historical Data (3A)

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 81.66% |
| Reading | B | Grade 8 | 2020 | 67.48% |
| Reading | C | Grade HS | 2020 | 82.75% |
| Math | A | Grade 4 | 2020 | 81.05% |
| Math | B | Grade 8 | 2020 | 68.48% |
| Math | C | Grade HS | 2020 | 80.26% |

Targets (3A)

| **Subject** | **Group** | **Group Name** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 Data Disaggregation from EDFacts

**Data Source:**

* SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

* 04/05/2023

Reading Assessment Participation Data by Grade (3A)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs\* | 13,032 | 13,354 | 11,269 |
| b. Children with IEPs in regular assessment with no accommodations | 11,902 | 11,850 | 8,462 |
| c. Children with IEPs in regular assessment with accommodations | 21 | 1 | 11 |
| d. Children with IEPs in alternate assessment against alternate standards | 1,057 | 1,187 | 953 |

**Data Source:**

* SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

* 04/05/2023

Math Assessment Participation Data by Grade (3A)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs[[1]](#footnote-2) | 13,025 | 13,404 | 9,162 |
| b. Children with IEPs in regular assessment with no accommodations | 11,883 | 11,834 | 7,642 |
| c. Children with IEPs in regular assessment with accommodations | 19 | 1 | 9 |
| d. Children with IEPs in alternate assessment against alternate standards | 1,053 | 1,187 | 819 |

FFY 2021 SPP/APR Data: Reading Assessment (3A)

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 12,980 | 13,032 | 81.68% | 95.00% | 99.60% | Met target | No Slippage |
| **B** | Grade 8 | 13,038 | 13,354 | 67.50% | 95.00% | 97.63% | Met target | No Slippage |
| **C** | Grade HS | 9,426 | 11,269 | 82.75% | 95.00% | 83.65% | Did not meet target | No Slippage |

FFY 2021 SPP/APR Data: Math Assessment (3A)

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 12,955 | 13,025 | 81.05% | 95.00% | 99.46% | Met target | No Slippage |
| **B** | Grade 8 | 13,022 | 13,404 | 68.48% | 95.00% | 97.15% | Met target | No Slippage |
| **C** | Grade HS | 8,470 | 9,162 | 80.26% | 95.00% | 92.45% | Did not meet target | No Slippage |

#### Regulatory Information

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

#### Public Reporting Information

**Provide links to the page(s) where you provide public reports of assessment results.**

1. [Reporting of the Measures of Academic Success data](https://www.doe.virginia.gov/?navid=250) in accordance with 34 CFR §300.160(f) can be found at: https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics (scroll to 2021-2022 at bottom of the page).

* Part B Assessment - Table 6
* Part B Assessment - State, Division, and School Levels

1. In addition, [Virginia’s State Quality Profile](http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2) provides information about student achievement for all children, including children with disabilities, across all subjects, proficiency levels, and participation rates of student achievement at: http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2 and [ESSA](http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-8) - http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-8.
2. Further disaggregation of the assessment data can be obtained by using the [Build-A-Table](https://p1pe.doe.virginia.gov/buildatable/testresults) to create reports on student performance by student subgroup (including students with disabilities) taking regular assessments, and alternate assessments based on alternate academic achievement standards at the State, district, and school levels at: https://p1pe.doe.virginia.gov/buildatable/testresults.

#### Provide additional information about this indicator (optional)

### 3A - Prior FFY Required Actions

* None

### 3A - OSEP Response

### 3A - Required Actions

## Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

1. Participation rate for children with IEPs.
2. Proficiency rate for children with IEPs against grade level academic achievement standards.
3. Proficiency rate for children with IEPs against alternate academic achievement standards.
4. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

1. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3B - Indicator Data

Historical Data (3B):

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 38.05% |
| Reading | B | Grade 8 | 2020 | 30.68% |
| Reading | C | Grade HS | 2020 | 47.95% |
| Math | A | Grade 4 | 2020 | 27.95% |
| Math | B | Grade 8 | 2020 | 21.75% |
| Math | C | Grade HS | 2020 | 37.60% |

Targets (3B)

| **Subject** | **Group** | **Group Name** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | A >= | Grade 4 | 38.55% | 39.05% | 39.55% | 40.05% | 40.55% |
| Reading | B >= | Grade 8 | 31.18% | 31.68% | 32.18% | 32.68% | 33.18% |
| Reading | C >= | Grade HS | 48.45% | 48.95% | 49.45% | 49.95% | 50.45% |
| Math | A >= | Grade 4 | 28.45% | 28.95% | 29.45% | 29.95% | 30.45% |
| Math | B >= | Grade 8 | 22.25% | 22.75% | 23.25% | 23.75% | 24.25% |
| Math | C >= | Grade HS | 38.10% | 38.60% | 39.10% | 39.60% | 40.10% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 Data Disaggregation from EDFacts

**Data Source:**

* SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

* 04/05/2023

Reading Assessment Proficiency Data by Grade (3B)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 0 | 0 | 0 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |

**Data Source:**

* SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

* 04/05/2023

Math Assessment Proficiency Data by Grade (3B)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 0 | 0 | 0 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |

FFY 2021 SPP/APR Data: Reading Assessment (3B)

N/A = Not applicable

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 0 | 0 | Blank cell | 38.55% | Blank cell | Met target | N/A |
| **B** | Grade 8 | 0 | 0 | Blank cell | 31.18% | Blank cell | Met target | N/A |
| **C** | Grade HS | 0 | 0 | Blank cell | 48.45% | Blank cell | Met target | N/A |

FFY 2021 SPP/APR Data: Math Assessment (3B)

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 0 | 0 | 27.95% | 28.45% | Blank cell | Met target | N/A |
| **B** | Grade 8 | 0 | 0 | 21.75% | 22.25% | Blank cell | Met target | N/A |
| **C** | Grade HS | 0 | 0 | 37.60% | 38.10% | Blank cell | Met target | N/A |

#### Regulatory Information

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

#### Public Reporting Information

**Provide links to the page(s) where you provide public reports of assessment results.**

1. Reporting of the Measures of Academic Success data in accordance with 34 CFR §300.160(f) can be found at: https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics (scroll to 2021-2022 at bottom of the page).

* Part B Assessment - Table 6
* Part B Assessment - State, Division, and School Levels

1. In addition, Virginia’s State Quality Profile provides information about student achievement for all children, including children with disabilities, across all subjects, proficiency levels, and participation rates of student achievement at:

http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2 and ESSA - http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-8.

1. Further disaggregation of the assessment data can be obtained by using the Build-A-Table to create reports on student performance by student subgroup (including students with disabilities) taking regular assessments, and alternate assessments based on alternate academic achievement standards at the State, district, and school levels at https://p1pe.doe.virginia.gov/buildatable/testresults.

#### Provide additional information about this indicator (optional)

* State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY 2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY 2021 Part B SPP/APR. The attached document titled Part B SPP-APR FFY 2021 Template Indicator 3 provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.

### 3B - Prior FFY Required Actions

* The State reported that zero children with IEPs received a valid score and a proficiency level for the regular RLA assessment for grades 4, 8, and HS for this indicator. However, the State reported participation rates for these children in Indicator 3A and provided FFY 2020 data in the Historical Table. With the FFY 2021 SPP/APR, the State must explain this discrepancy and include accurate data for this indicator.

#### Response to actions required in FFY 2020 SPP/APR

* Virginia’s SY 2020-21 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584) originally uploaded on 12/15/2021 included Reading Assessment Proficiency Data by Grade. The 3/3/2022 resubmission omitted Virginia’s Reading Assessment Proficiency Data by Grade. Virginia’s EdFacts Coordinator has resubmitted the file spec FS178; Data Group: 584; however, per communication with the Partner Support Center (PSC), ticket number (23-00176) CB, data resubmitted after the snapshot cannot be reloaded into the APR tool until after the 2/1/2023 submission of the APR. The resubmitted data will be loaded into the APR tool before the clarification period beginning on 4/13/23. Once the clarification period opens on 4/3/2023 any required additional slippage statements will be entered into the APR tool, if required.

### 3B - OSEP Response

### 3B - Required Actions

## Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

1. Participation rate for children with IEPs.
2. Proficiency rate for children with IEPs against grade level academic achievement standards.
3. Proficiency rate for children with IEPs against alternate academic achievement standards.
4. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

1. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3C - Indicator Data

Historical Data (3C):

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2021 | 75.49% |
| Reading | B | Grade 8 | 2021 | 73.74% |
| Reading | C | Grade HS | 2021 | 74.14% |
| Math | A | Grade 4 | 2021 | 67.01% |
| Math | B | Grade 8 | 2021 | 68.44% |
| Math | C | Grade HS | 2021 | 65.96% |

Targets (3C)

| **Subject** | **Group** | **Group Name** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | A >= | Grade 4 | 75.49% | 75.99% | 76.49% | 76.99% | 77.49% |
| Reading | B >= | Grade 8 | 73.74% | 74.24% | 74.74% | 75.24% | 75.74% |
| Reading | C >= | Grade HS | 74.14% | 74.64% | 75.14% | 75.64% | 76.14% |
| Math | A >= | Grade 4 | 67.01% | 67.51% | 68.01% | 68.51% | 69.01% |
| Math | B >= | Grade 8 | 68.44% | 68.94% | 69.44% | 69.94% | 70.44% |
| Math | C >= | Grade HS | 65.96% | 66.46% | 66.96% | 67.46% | 67.96% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 Data Disaggregation from EDFacts

**Data Source:**

* SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

* 04/05/2023

Reading Assessment Proficiency Data by Grade (3C)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 0 | 0 | 0 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 0 | 0 | 0 |

**Data Source:**

* SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

* 04/05/2023

Math Assessment Proficiency Data by Grade (3C)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 0 | 0 | 0 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 0 | 0 | 0 |

FFY 2021 SPP/APR Data: Reading Assessment (3C)

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 0 | 0 | Blank cell | 75.49% | Blank cell | N/A | N/A |
| **B** | Grade 8 | 0 | 0 | Blank cell | 73.74% | Blank cell | N/A | N/A |
| **C** | Grade HS | 0 | 0 | Blank cell | 74.14% | Blank cell | N/A | N/A |

FFY 2021 SPP/APR Data: Math Assessment (3C)

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 0 | 0 | 89.17% | 67.01% | Blank cell | N/A | N/A |
| **B** | Grade 8 | 0 | 0 | 81.94% | 68.44% | Blank cell | N/A | N/A |
| **C** | Grade HS | 0 | 0 | 77.51% | 65.96% | Blank cell | N/A | N/A |

#### Regulatory Information

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

#### Public Reporting Information

**Provide links to the page(s) where you provide public reports of assessment results.**

1. Reporting of the Measures of Academic Success data in accordance with 34 CFR §300.160(f) can be found at: https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics (scroll to 2021-2022 at bottom of the page).

* Part B Assessment - Table 6
* Part B Assessment - State, Division, and School Levels

1. In addition, Virginia’s State Quality Profile provides information about student achievement for all children, including children with disabilities, across all subjects, proficiency levels, and participation rates of student achievement at: http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2 and ESSA - http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-8.
2. Further disaggregation of the assessment data can be obtained by using the Build-A-Table to create reports on student performance by student subgroup (including students with disabilities) taking regular assessments, and alternate   
    assessments based on alternate academic achievement standards at the State, district, and school levels at: https://p1pe.doe.virginia.gov/buildatable/testresults.

#### Provide additional information about this indicator (optional)

* **Rational for New Baseline in FFY 2021:** Beginning in the 2021-2022 school year, the portfolio-based Virginia Alternate Assessment Program (VAAP) was replaced with a new multiple-choice assessment in the content areas of reading, mathematics, and science that was administered to students in an online or paper format. The new VAAP is based on academic content standards derived from the Standards of Learning (SOL) in reading, mathematics, and science that have been reduced in depth, breadth, and complexity. These content standards are referred to as the Virginia Essentialized Standards of Learning (VESOL).

State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY 2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY 2021 Part B SPP/APR. The attached document titled Part B SPP-APR FFY 2021 Template Indicator 3 provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.

### 3C - Prior FFY Required Actions

* The State reported that zero children with IEPs received a valid score and a proficiency level for the alternate RLA assessment for grades 4, 8, and HS for this indicator. However, the State reported participation rates for these children in Indicator 3A and provided FFY 2020 data in the Historical Table. With the FFY 2021 SPP/APR, the State must explain this discrepancy and include accurate data for this indicator.

**Response to actions required in FFY 2020 SPP/APR**

* Virginia’s SY 2020-21 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584) originally uploaded on 12/15/2021 included Reading Assessment Proficiency Data by Grade. The 3/3/2022 resubmission omitted Virginia’s Reading Assessment Proficiency Data by Grade. Per communication with the PSC, ticket number (23-00176) CB, data resubmitted after the snapshot cannot be reloaded into the APR tool until after the 2/1/2023 submission of the APR. The resubmitted data will be loaded into the APR tool before the clarification period beginning on 4/13/23. Once the clarification period opens on 4/3/2023 any required additional slippage statements will be entered into the APR tool, if required.

### 3C - OSEP Response

* The State has revised the baseline for this indicator, using data from FFY 2021, and OSEP accepts that revision.

The State revised its targets for this indicator, and OSEP accepts those targets.

### 3C - Required Actions

## Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

1. Participation rate for children with IEPs.
2. Proficiency rate for children with IEPs against grade level academic achievement standards.
3. Proficiency rate for children with IEPs against alternate academic achievement standards.
4. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

1. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2021-2022 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2021-2022 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), *i.e.*, a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2021-2022 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2021-2022 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3D - Indicator Data

Historical Data (3D):

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 29.67 |
| Reading | B | Grade 8 | 2020 | 38.53 |
| Reading | C | Grade HS | 2020 | 33.54 |
| Math | A | Grade 4 | 2020 | 27.34 |
| Math | B | Grade 8 | 2020 | 34.21 |
| Math | C | Grade HS | 2020 | 22.27 |

Targets (3D)

| **Subject** | **Group** | **Group Name** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reading | A <= | Grade 4 | 29.17 | 28.67 | 28.17 | 27.67 | 27.17 |
| Reading | B <= | Grade 8 | 38.03 | 37.53 | 37.03 | 36.53 | 36.03 |
| Reading | C <= | Grade HS | 33.04 | 32.54 | 32.04 | 31.54 | 31.04 |
| Math | A <= | Grade 4 | 26.84 | 26.34 | 25.84 | 25.34 | 24.84 |
| Math | B <= | Grade 8 | 33.71 | 33.21 | 32.71 | 32.21 | 31.71 |
| Math | C <= | Grade HS | 21.77 | 21.27 | 20.77 | 20.27 | 19.77 |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 Data Disaggregation from EDFacts

**Data Source:**

* SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

* 04/05/2023

Reading Assessment Proficiency Data by Grade (3D)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 0 | 0 | 0 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 0 | 0 | 0 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |

**Data Source:**

* SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

* 04/05/2023

Math Assessment Proficiency Data by Grade (3D)

| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| --- | --- | --- | --- |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 0 | 0 | 0 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 0 | 0 | 0 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 0 | 0 | 0 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 0 | 0 | 0 |

FFY 2021 SPP/APR Data: Reading Assessment (3D)

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | Blank cell | Blank cell | Blank cell | 29.17 | Blank cell | Met target | N/A |
| **B** | Grade 8 | Blank cell | Blank cell | Blank cell | 38.03 | Blank cell | Met target | N/A |
| **C** | Grade HS | Blank cell | Blank cell | Blank cell | 33.04 | Blank cell | Met target | N/A |

FFY 2021 SPP/APR Data: Math Assessment (3D)

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | Blank cell | Blank cell | 27.34 | 26.84 | Blank cell | Did not meet target | N/A |
| **B** | Grade 8 | Blank cell | Blank cell | 34.21 | 33.71 | Blank cell | Met target | N/A |
| **C** | Grade HS | Blank cell | Blank cell | 22.27 | 21.77 | Blank cell | Met target | N/A |

#### Provide additional information about this indicator (optional)

* State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY 2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY 2021 Part B SPP/APR. The attached document titled Part B SPP-APR FFY 2021 Template Indicator 3 provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.

### 3D - Prior FFY Required Actions

* The State reported that zero children with IEPs received a valid score and a proficiency level for the regular RLA assessment for grades 4, 8, and HS for this indicator and that zero out of all children who took the regular RLA assessment received a valid score and a proficiency level. However, the State reported FFY 2020 data for RLA in the Historical Table. With the FFY 2021 SPP/APR, the State must explain this discrepancy and provide accurate data for this indicator.

#### Response to actions required in FFY 2020 SPP/APR

* Virginia’s SY 2020-21 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584) originally uploaded on 12/15/2021 included Reading Assessment Proficiency Data by Grade. The 3/3/2022 resubmission omitted Virginia’s Reading Assessment Proficiency Data by Grade. Per communication with the PSC, ticket number (23-00176) CB, data resubmitted after the snapshot cannot be reloaded into the APR tool until after the 2/1/2023 submission of the APR. The resubmitted data will be loaded into the APR tool before the clarification period beginning on 4/13/23. Once the clarification period opens on 4/3/2023 any required additional slippage statements will be entered into the APR tool, if required.

### 3D - OSEP Response

### 3D - Required Actions

## Indicator 4A: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

1. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
2. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State’s definition of “significant discrepancy.”

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

* The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
* The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2020-2021 school year, those 100 LEAs would have reported 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2021-2022, suspension/expulsion data from those 15 new LEAs would not be in the 2020-2021 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2021 SPP/APR submission, States must use the number of LEAs reported in 2020-2021 (which can be found in the FFY 2020 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon districts that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 4A - Indicator Data

Historical Data (4A)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2016 | 46.34% |

Historical Data (FFY) (4A)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target <= | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Data | 46.34% | 39.13% | 49.37% | 41.57% | 73.68% |

Targets (4A)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target <= | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 SPP/APR Data

**Has the state established a minimum n/cell-size requirement? (yes/no)**

* Yes

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

* 130

FFY 2021 SPP/APR Data (4A)

| **Number of LEAs that have a significant discrepancy** | **Number of LEAs that met the State's minimum n/cell size** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 73.68% | 0.00% | 50.00% | Did not meet target | No Slippage |

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

* The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

**State’s definition of “significant discrepancy” and methodology**

* To determine significant discrepancy, the VDOE evaluated the degree to which students with disabilities may or may not be at higher risk for being suspended or expelled compared to students without disabilities by computing risk ratios depicting the proportion of students with disabilities in the rate of suspensions and expulsions greater than ten cumulative days in a school year compared to their nondisabled peers in the same district. Risk ratios were computed for districts with a minimum cell size (numerator) of ten students with disabilities suspended or expelled more than ten cumulative days in a school year, an n-size (denominator) of at least more than ten students with disabilities, and a minimum cell size of at least more than ten students in the comparison group. Districts that met the minimum cell size/n-size with risk ratios 2.0 or greater were deemed to have a significant discrepancy and required to determine if the significant discrepancy was due to policies, procedures, and/or practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and/or procedural safeguards by completing a self-assessment. (34 CFR §300.170(a))

#### Provide additional information about this indicator (optional)

* The pandemic greatly impacted the number of school districts included in the annual analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs due to not meeting Virginia's minimum cell size/n-size requirements. Statewide, in school year 2020-2021, there were only 86 students with disabilities that acuminated >10 days out of school suspension/expulsions cumulative compared to 2,700 in the final full year prior to the pandemic. Historically, approximately 66% of Virginia’s LEAs were included in the annual analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs in the annual analysis. In FFY 2022, VDOE anticipates returning its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs to pre-pandemic levels.

#### Review of Policies, Procedures, and Practices (completed in FFY 2021 using 2020-2021 data)

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

* Using 2020-2021 data, one district was identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with disabilities in FFY 2021. The VDOE directed the district to create a district-based team and complete a formalized self-assessment. The components of the self-assessment tool required the teams to do the following: 1) examine the reasons for high suspensions by analyzing the root cause of suspensions and expulsions; 2) review the school’s use of positive behavior interventions and supports; 3) determine if the school district is developing and implementing appropriate IEPs based on a sampling of IEPs of students who were suspended, or expelled, ten or more days cumulative; 4) assess if policies, procedures, and practices comply with Procedural Safeguards; 5) provide more training for individuals responsible for discipline; and 6) review the disability impact prior to disciplinary action.

The teams also had to determine if specific attention was required to improve the implementation of Functional Behavior Assessments and Behavior Intervention Plans as components of PBIS. Alternatives to suspension, such as restorative justice practices and VTSS, are offered as tools to reduce suspensions and to align with other efforts to improve outcomes for students with disabilities. Culturally responsive practices and school climate are emphasized as a focus when reviewing policies, procedures, and practices.

The VDOE reviewed the self-assessment and concluded that the district did not have noncompliance with one or more of the requirements of 34 CFR §300.170(b).

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2020 (4A)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 2 | 2 | 0 | 0 |

#### FFY 2020 Findings of Noncompliance Verified as Corrected

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

* Specifically, written notification of noncompliance was sent to both of the districts’ superintendents and a VDOE monitoring specialist was assigned to each district. The VDOE monitoring specialists directed both districts that reported less than 100 percent compliance to review their policy, procedures, and pracices, the use of positive behavioral interventions and supports, and procedural safeguards to determine if they were contributing to noncompliance. In one district, revisions were necessary;the district revised their procedures to include periodic data checkpoints and the creation of a more detailed procedural manual. Additionally, the VDOE monitoring specialists requested the districts to pull a sampling of student records to determine if the records were in compliance. The VDOE monitoring specialists then validated that the policy, procedures, and practices were 100 percent compliant. Monitoring specialists from the VDOE determined that both districts identified as having noncompliance specific to Indicator 4A, identified in the FFY 2020, are correctly implementing the regulatory requirements at 100 percent compliance, consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

* The VDOE monitoring specialists have determined that both school districts with student-level noncompliance specific to Indicator 4A identified in FFY 2020 were corrected consistent with OSEP Memorandum 09-02. Both districts with noncompliance findings did the following: 1) corrected each individual case of noncompliance, and 2) is correctly implementing the specific regulatory requirements.

Upon written notification of noncompliance to both of the districts’ superintendents, the VDOE monitoring specialists worked on Prong 1 and Prong 2 activities. To satisfy Prong 1, the VDOE monitoring specialists reviewed all student files that had been out of compliance to ensure that the noncompliance had been corrected. All of the records were 100 percent corrected and compliant. To satisfy Prong 2, the monitors reviewed a sampling of new files to ensure that the districts were continuing to be compliant. All records were 100 percent compliant. Additionally, the monitoring specialists reviewed the school districts’ policies, procedures, and practices. The three areas were in compliance with Federal regulations for both districts. All of the above steps were completed within one calendar year of the date that the school districts were notified of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (4A)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 4A - Prior FFY Required Actions

* The State must report, in the FFY 2021 SPP/APR, on the correction of noncompliance that the State identified in FFY 2020 as a result of the review it conducted pursuant to 34 C.F.R. § 300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each district with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

#### Response to actions required in FFY 2020 SPP/APR

* None

### 4A - OSEP Response

* As noted in the FFY 2021 Part B SPP/APR General Instructions, the State’s methodology for examining data must be reasonably designed to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among LEAs in the State or compared to the rates for nondisabled children within those LEAs. The Part B SPP/APR General Instructions also noted that factors OSEP may consider when determining reasonableness of a State’s methodology include whether none, or a very low percentage of, the State’s LEAs are being examined for significant discrepancy under the State’s chosen methodology, and whether statistically sound alternative methodologies exist or are being used by similarly-situated States. OSEP notes that the State included 1.5 percent of its LEAs in its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs.

### 4A - Required Actions

## Indicator 4B: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

1. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
2. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “significant discrepancy.”

#### Instructions

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

* The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
* The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2020-2021 school year, those 100 LEAs would have reported 618 data in 2020-2021 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2021-2022, suspension/expulsion data from those 15 new LEAs would not be in the 2020-2021 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2021 SPP/APR submission, States must use the number of LEAs reported in 2020-2021 (which can be found in the FFY 2020 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Targets must be 0% for 4B.

### 4B - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (4B)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2016 | 0.76% |

Historical Data (FFY) (4B)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.76% | 0.76% | 0.00% | 0.00% | 0.00% |

Targets (4B)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |

#### FFY 2021 SPP/APR Data

**Has the state established a minimum n/cell-size requirement? (yes/no)**

* Yes

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

* 131

FFY 2020 SPP/APR Data (4B)

| **Number of LEAs that have a significant discrepancy, by race or ethnicity** | **Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements** | **Number of LEAs that met the State's minimum n/cell size** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 0 | 1 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

* Yes

**State’s definition of “significant discrepancy” and methodology**

* To determine significant discrepancy, the VDOE evaluated the degree to which students with disabilities in specific racial/ethnic groups may or may not be at higher risk for being suspended or expelled compared to students without disabilities by computing risk ratios depicting the proportion of students with disabilities in specific racial/ethnic groups in the rate of suspensions and expulsions greater than ten cumulative days in a school year compared to their nondisabled peers in the same district. Risk ratios were computed for districts with a minimum cell size (numerator) of more than ten students with disabilities in specific racial/ethnic groups suspended or expelled more than ten cumulative days in a school year, an n-size (denominator) of at least more than ten students with disabilities in specific racial/ethnic groups, and a minimum cell size of at least more than ten students in the comparison group (nondisabled). Districts that met the minimum cell size/n-size with risk ratios greater than 2.0 were deemed to have a significant discrepancy and required to determine if the significant discrepancy was due to policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and/or procedural safeguards by completing a self-assessment. (34 CFR §300.170(a))

Overall, 131 of 132 districts were totally excluded from the significant discrepancy calculation because they did not meet the minimum cell size/n-size for students with disabilities, by race/ethnicity, suspended or expelled greater than ten days in a school year in all racial/ethnic areas.

#### Provide additional information about this indicator (optional)

* The pandemic greatly impacted the number of school districts included in the annual analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs by race/ethnicity due to not meeting Virginia's minimum cell size/n-size requirements. Statewide, in school year 2020-2021, there were only 86 students with disabilities that acuminated >10 days out of school suspension/expulsions cumulative compared to 2,700 in the final full year prior to the pandemic. Historically, all of Virginia’s LEAs (100%) were included in the annual analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs in the annual analysis. In FFY 2022, VDOE anticipates returning its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs to pre-pandemic levels.

#### Review of Policies, Procedures, and Practices (completed in FFY 2021 using 2020-2021 data)

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

* Using 2020-2021 data, one district was identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for students with disabilities in FFY 2021. The VDOE directed the district to create a district-based team and complete a formalized self-assessment. The components of the self-assessment tool required the teams to do the following: 1) examine the reasons for high suspensions by analyzing the root cause of suspensions and expulsions; 2) review the school’s use of positive behavior interventions and supports; 3) determine if the school district is developing and implementing appropriate IEPs based on a sampling of IEPs of students who were suspended, or expelled, ten or more days cumulative; 4) assess if policies, procedures, and practices comply with Procedural Safeguards; 5) provide more training for individuals responsible for discipline; and 6) review the disability impact prior to disciplinary action.

The teams also had to determine if specific attention was required to improve the implementation of Functional Behavior Assessments and Behavior Intervention Plans as components of PBIS. Alternatives to suspension, such as restorative justice practices and VTSS, are offered as tools to reduce suspensions and to align with other efforts to improve outcomes for students with disabilities. Culturally responsive practices and school climate are emphasized as a focus when reviewing policies, procedures, and practices.

The VDOE reviewed the self-assessment and concluded that the district did not have noncompliance with one or more of the requirements of 34 CFR §300.170(b).

The State did not identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2020 (4B)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (4B)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 4B - Prior FFY Required Actions

* None

### 4B - OSEP Response

* The State reported, “To determine significant discrepancy, the VDOE evaluated the degree to which students with disabilities in specific racial/ethnic groups may or may not be at higher risk for being suspended or expelled compared to their peers with disabilities in all other racial/ethnic groups by computing risk ratios depicting the proportion of students with disabilities in specific racial/ethnic groups in the rate of suspensions and expulsions greater than ten cumulative days in a school year compared to their peers with disabilities in all other racial/ethnic groups in the same school district.” It is unclear whether the State’s chosen methodology meets one of the two comparison methods as required by the Measurement Table: the rates of suspensions and expulsions for children with IEPs among LEAs within the State; or the rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs.

As noted in the FFY 2021 Part B SPP/APR General Instructions, the State’s methodology for examining data must be reasonably designed to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among LEAs in the State or compared to the rates for nondisabled children within those LEAs. The Part B SPP/APR General Instructions also noted that factors OSEP may consider when determining reasonableness of a State’s methodology include whether none, or a very low percentage of, the State’s LEAs are being examined for significant discrepancy under the State’s chosen methodology, and whether statistically sound alternative methodologies exist or are being used by similarly-situated States. OSEP notes that the State included none of its LEAs in its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs.

### 4B- Required Actions

## Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

1. Inside the regular class 80% or more of the day;
2. Inside the regular class less than 40% of the day; and
3. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002.

#### Measurement

1. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
2. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
3. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)]times 100.

#### Instructions

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA, explain.

### 5 - Indicator Data

Historical Data (5)

| **Part** | **Baseline** | **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 2020 | Target >= | 69.00% | 70.00% | 70.00% | 70.00% | 71.60% |
| A | 71.60% | Data | 64.01% | 65.07% | 67.60% | 67.78% | 71.60% |
| B | 2020 | Target <= | 10.00% | 8.00% | 8.00% | 8.00% | 8.40% |
| B | 8.40% | Data | 10.87% | 10.16% | 9.30% | 9.15% | 8.40% |
| C | 2020 | Target <= | 3.00% | 2.50% | 2.50% | 2.50% | 3.91% |
| C | 3.91% | Data | 4.26% | 4.32% | 4.39% | 4.51% | 3.91% |

Targets (5)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target A >= | 72.10% | 72.60% | 73.10% | 73.60% | 74.10% |
| Target B <= | 8.15% | 7.90% | 7.65% | 7.40% | 7.15% |
| Target C <= | 3.81% | 3.71% | 3.61% | 3.51% | 3.41% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Prepopulated Data (5)

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | Total number of children with IEPs aged 5 (kindergarten) through 21 | 162,044 |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 112,171 |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 17,611 |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools | 4,655 |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities | 502 |
| SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/06/2022 | c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements | 1,031 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

* No

FFY 2021 SPP/APR Data (5)

| **Education Environments** | **Number of children with IEPs aged 5 (kindergarten) through 21 served** | **Total number of children with IEPs aged 5 (kindergarten) through 21** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 112,171 | 162,044 | 71.60% | 72.10% | 69.22% | Did not meet target | Slippage |
| B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 17,611 | 162,044 | 8.40% | 8.15% | 10.87% | Did not meet target | Slippage |
| C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3] | 6,188 | 162,044 | 3.91% | 3.81% | 3.82% | Did not meet target | No Slippage |

Indicator 5: Education Environments (Children 5 (Kindergarten) - 21): Reasons for Slippage

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **A** | Based on 2021 data, Virginia experienced an increase in the number of children with IEPs, ages 5 through 21, inside the regular class less than 40 percent of the day, and a decrease in the number of children with IEPs, ages 5 through 21, inside the regular class 80 percent or more of the day. In stakeholder meetings and feedback sessions, local school district personnel reported that due to continued impact from the pandemic, students with disabilities required more intensive and frequent instructional and social-emotional/behavioral services that resulted in more time in settings outside of the general education class. These trends have therefore impacted indicators 5a and 5b. The VDOE has continually provided professional development and training on the calculation/accuracy of LRE, evidence-based practices for teaching and learning, and coordinated an initiative to improve inclusive practices. |
| **B** | Based on 2021 data, Virginia experienced an increase in the number of children with IEPs, ages 5 through 21, inside the regular class less than 40 percent of the day, and a decrease in the number of children with IEPs, ages 5 through 21, inside the regular class 80 percent or more of the day. In stakeholder meetings and feedback sessions, local school district personnel reported that due to continued impact from the pandemic, students with disabilities required more intensive and frequent instructional and social-emotional/behavioral services that resulted in more time in settings outside of the general education class. These trends have therefore impacted indicators 5a and 5b. The VDOE has continually provided professional development and training on the calculation/accuracy of LRE, evidence-based practices for teaching and learning, and coordinated an initiative to improve inclusive practices. |

#### Provide additional information about this indicator (optional)

### 5 - Prior FFY Required Actions

* None

### 5 - OSEP Response

### 5 - Required Actions

## Indicator 6: Preschool Environments

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

1. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
2. Separate special education class, separate school or residential facility.
3. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

#### Measurement

1. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
2. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
3. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

#### Instructions

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (*e.g.*, 75-85%).Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under IDEA section 618, explain.

### 6 - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (6A, 6B)

| **Part** | **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- |
| **A** | Target >= | 33.00% | 34.00% | 35.00% | 34.00% | 24.65% |
| **A** | Data | 32.14% | 34.48% | 31.44% | 33.95% | 24.65% |
| **B** | Target <= | 21.00% | 19.00% | 17.00% | 26.00% | 38.85% |
| **B** | Data | 26.93% | 25.43% | 29.34% | 28.92% | 38.85% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

**Targets**

**Please select if the State wants to set baseline and targets based on individual age ranges (i.e. separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.**

* Inclusive Targets

**Please select if the State wants to use target ranges for 6C.**

* Target Range not used

Baselines for Inclusive Targets option (A, B, C)

| **Part** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- |
| **A** | 2020 | 24.65% |
| **B** | 2020 | 38.85% |
| **C** | 2020 | 6.27% |

Inclusive Targets (6A, 6B)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target A >= | 24.90% | 25.15% | 25.40% | 25.65% | 25.90% |
| Target B <= | 38.60% | 38.35% | 38.10% | 37.85% | 37.60% |

Inclusive Targets (6C)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target C <= | 6.00% | 5.75% | 5.50% | 5.25% | 5.00% |

#### Prepopulated Data

**Data Source:**

* SY 2021-22 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

**Date:**

* 07/06/2022

Indicator 6: Preschool Environments

| **Description** | **3** | **4** | **5** | **3 through 5 - Total** |
| --- | --- | --- | --- | --- |
| Total number of children with IEPs | 3,722 | 5,499 | 1,370 | 10,591 |
| a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 626 | 1,606 | 477 | 2,709 |
| b1. Number of children attending separate special education class | 1,718 | 1,969 | 439 | 4,126 |
| b2. Number of children attending separate school | 2 | 5 | 4 | 11 |
| b3. Number of children attending residential facility | 0 | 2 | 0 | 2 |
| c1**.** Numberof children receiving special education and related services in the home | 244 | 228 | 54 | 526 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

* No

FFY 2021 SPP/APR Data - Aged 3 through 5 (6)

| **Preschool Environments** | **Number of children with IEPs aged 3 through 5 served** | **Total number of children with IEPs aged 3 through 5** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 2,709 | 10,591 | 24.65% | 24.90% | 25.58% | Met target | No Slippage |
| B. Separate special education class, separate school or residential facility | 4,139 | 10,591 | 38.85% | 38.60% | 39.08% | Did not meet target | No Slippage |
| C. Home | 526 | 10,591 | 6.27% | 6.00% | 4.97% | Met target | No Slippage |

#### Provide additional information about this indicator (optional)

### 6 - Prior FFY Required Actions

* None

### 6 - OSEP Response

### 6 - Required Actions

## Indicator 7: Preschool Outcomes

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

State selected data source.

#### Measurement

Outcomes:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

1. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
2. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
3. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
4. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
5. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1**: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2**: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

#### Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 2 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes.

In presenting results, provide the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

### 7 - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (7)

| **Part** | **Baseline** | **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1 | 2008 | Target >= | 89.90% | 90.00% | 90.10% | 90.10% | 91.25% |
| A1 | 82.00% | Data | 92.39% | 92.59% | 93.08% | 93.17% | 92.56% |
| A2 | 2008 | Target >= | 57.70% | 57.80% | 57.90% | 56.00% | 55.00% |
| A2 | 55.00% | Data | 54.92% | 52.88% | 51.32% | 46.91% | 44.64% |
| B1 | 2008 | Target >= | 93.80% | 93.90% | 94.00% | 94.00% | 94.25% |
| B1 | 83.00% | Data | 94.65% | 94.74% | 94.84% | 94.87% | 94.29% |
| B2 | 2008 | Target >= | 46.80% | 46.90% | 47.00% | 43.06% | 38.00% |
| B2 | 38.00% | Data | 46.71% | 44.36% | 43.06% | 40.12% | 37.22% |
| C1 | 2008 | Target >= | 90.80% | 90.90% | 91.00% | 91.00% | 91.25% |
| C1 | 82.00% | Data | 92.25% | 91.71% | 92.52% | 92.97% | 91.33% |
| C2 | 2008 | Target >= | 65.10% | 65.20% | 65.30% | 62.00% | 61.00% |
| C2 | 61.00% | Data | 61.26% | 60.04% | 58.19% | 55.26% | 52.43% |

Targets (7)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target A1 >= | 91.50% | 91.75% | 92.00% | 92.25% | 92.50% |
| Target A2 >= | 55.25% | 55.50% | 55.75% | 56.00% | 56.25% |
| Target B1 >= | 94.50% | 94.75% | 95.00% | 95.25% | 95.50% |
| Target B2 >= | 38.25% | 38.50% | 38.75% | 39.00% | 39.25% |
| Target C1 >= | 91.50% | 91.75% | 92.00% | 92.25% | 92.50% |
| Target C2 >= | 61.25% | 61.50% | 61.75% | 62.00% | 62.25% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

#### FFY 2021 SPP/APR Data

**Number of preschool children aged 3 through 5 with IEPs assessed**

* 5,275

Outcome A: Positive social-emotional skills (including social relationships) (7)

| **Outcome A Progress Category** | **Number of children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 42 | 0.80% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 460 | 8.72% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 2,588 | 49.06% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 1,704 | 32.30% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 481 | 9.12% |

Indicator 7: Preschool Outcomes A1 and A2

| **Outcome A** | **Numerator** | **Denominator** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)* | 4,292 | 4,794 | 92.56% | 91.50% | 89.53% | Did not meet target | Slippage |
| A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 2,185 | 5,275 | 44.64% | 55.25% | 41.42% | Did not meet target | Slippage |

Outcome B: Acquisition and use of knowledge and skills (including early language/communication) (7)

| **Outcome B Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 22 | 0.42% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 430 | 8.15% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 3,017 | 57.19% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 1,662 | 31.51% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 144 | 2.73% |

Indicator 7: Preschool Outcomes B1 and B2

| **Outcome B** | **Numerator** | **Denominator** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)* | 4,679 | 5,131 | 94.29% | 94.50% | 91.19% | Did not meet target | Slippage |
| B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 1,806 | 5,275 | 37.22% | 38.25% | 34.24% | Did not meet target | Slippage |

Outcome C: Use of appropriate behaviors to meet their needs (7)

| **Outcome C Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 51 | 0.97% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 474 | 8.99% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 2,189 | 41.50% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 1,852 | 35.11% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 709 | 13.44% |

Indicator 7: Preschool Outcomes C1 and C2

| **Outcome C** | **Numerator** | **Denominator** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.  *Calculation:(c+d)/(a+b+c+d)* | 4,041 | 4,566 | 91.33% | 91.50% | 88.50% | Did not meet target | Slippage |
| C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.  *Calculation: (d+e)/(a+b+c+d+e)* | 2,561 | 5,275 | 52.43% | 61.25% | 48.55% | Did not meet target | Slippage |

Indicator 7: Preschool Outcomes A2, B2, and C2 Reasons for Slippage

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **A1** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |
| **A2** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |
| **B1** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |
| **B2** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |
| **C1** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |
| **C2** | Slippage from FFY 2020 can be associated with a continued intensive and ongoing effort by the VDOE to improve the process used to determine ratings for Indicator 7. Resources have been developed and professional development provided. Specifically, a focus has been placed on using the COS process to determine the child’s abilities at program entry and exit, making the process objective and team based. The VDOE anticipated slippage of data given the efforts to improve the process and accuracy of ratings. |

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

* Yes

Indicator 7 Sampling Question

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | No |

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) process? (yes/no)**

* Yes

**List the instruments and procedures used to gather data for this indicator.**

* All school districts submitted placement upon entry data and placement upon exit data gathered through the COS process through a secure, web-based application developed by VDOE. All components of Indicator 7 are included in the application and data entered reflect children, ages three through five, that received special education and related services for at least six months and exited during the reporting period July 1, 2021–June 30, 2022. The process includes edit checks to ensure consistency and accuracy in reporting. Staff members from VDOE provided information related to data required for Indicator 7 and on procedures for submitting data to the VDOE through statewide training sessions. Data submitted by school districts were reviewed for accuracy, and school districts were notified when there appeared to be inaccurate reporting.

#### Provide additional information about this indicator (optional)

### 7 - Prior FFY Required Actions

* None

### 7 - OSEP Response

### 7 - Required Actions

## Indicator 8: Parent involvement

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

#### Data Source

State selected data source.

#### Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

#### Instructions

*Sampling****of parents from whom response is requested****is allowed.* *When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 2 for additional instructions on sampling.)*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2021 SPP/APR, compare the FFY 2021 response rate to the FFY 2020 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

**Beginning with the FFY 2021 SPP/APR, due February 1, 2023,** include in the State’s analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process. States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

### 8 - Indicator Data

Indicator Data Question (8)

| **Question** | **Yes / No** |
| --- | --- |
| Do you use a separate data collection methodology for preschool children? | No |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Historical Data (8)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 64.30% |

Historical Data (FFY) (8)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 72.00% | 74.00% | 76.00% | 78.00% | 80.00% |
| Data | 80.28% | 85.52% | 89.48% | 86.68% | 85.60% |

Targets (8)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 82.00% | 84.00% | 86.00% | 88.00% | 90.00% |

FFY 2021 SPP/APR Data (8)

| **Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities** | **Total number of respondent parents of children with disabilities** | | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 11,511 | | 13,753 | 85.60% | 82.00% | 83.70% | Met target | No Slippage |

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

* For the FFY 2021 data collection, the survey was made available to all parents, including parents of preschool-age children, in both an online format and hard copy format in both English and Spanish versions. Copies of the survey were printed and mailed to local school districts based on the child count (110 percent) by the VDOE. Information announcing the distribution of the survey was sent to local special education administrators, members of the SSEAC, Virginia’s PEATC, and other community stakeholder groups/associations in positions to identify and encourage parents of students with disabilities to complete and return the survey. The results of the survey were combined to include preschool, elementary, middle, and high school for one analysis.

**The number of parents to whom the surveys were distributed.**

* 173,911

**Percentage of respondent parents**

* 7.91%

Response Rate (8)

| **FFY** | **2020** | **2021** |
| --- | --- | --- |
| Response Rate | 8.66% | 7.91% |

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

* The VDOE encourages all parents of students with disabilities across the State to provide feedback via the parent survey. Multiple modalities for survey completion were developed to address the diverse needs of parents in the State. Currently, the survey is available in English and Spanish. Paper copies of the parent surveys and postage-paid return envelopes are distributed to parents by school district personnel. An online survey submission option is available via the website link as well as the QR code. The QR code provides ease of access as the parent can quickly scan it using their mobile device and complete the survey.

In an effort to increase awareness, to improve parent response rates, and forge collaborative partnerships with parent organizations, the VDOE’s family engagement staff recently assembled a Work Group to discuss these topics. The Work Group was comprised of educators, parents, and organization employees who represented all of the geographic regions in the State. The feedback from this group provided the foundation for changes in the upcoming parent survey dissemination process.

This year’s process will have an increased focus on the electronic submission to provide greater access for all parents while also providing a more error-proof method of data analysis. Survey dissemination will continue to include the aforementioned methods while also including monthly distribution via the VDOE’s GovDelivery distribution which is delivered directly to the inboxes of more than 25,000 subscribers. Additionally, the research process has begun to explore using the contact information in the statewide IEP system to deliver the parent survey access links directly to parents’ inboxes. If approved, this would be an efficient and effective use of data that is available to distribute survey information.

**Describe the analysis** **of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

* The survey responses were analyzed for nonresponse bias by comparing the survey results to the known population parameters for students with IEPs. More specifically, this analysis was completed by comparing the race/ethnicity and primary disability category representation of FFY 2021 parent survey responses to the race/ethnicity and primary disability categories makeup of the state population of all children with disabilities from the VDOE SY 2021-2022 IDEA child count.

Based on the seven race/ethnicity categories used to report IDEA data, three of the seven categories (American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander) for survey respondents were within the +/- 3 percentage points of the proportion of the state population of children in those three race/ethnicity categories who are receiving special education services. There was an overall reduction in nonresponse bias across the other four racial/ethnic categories. The Two or more races and White (not Hispanic) race/ethnicity categories were overrepresented by 3.63 and 8.32 percentage points, respectively. This is a 1.79 percentage point improvement in representativeness, down from 5.42 percentage points in FFY 2020, for the Two or more races category and a 1.38 percentage point improvement, down from 9.70 percentage points in FFY 2020, for the White (not Hispanic) race/ethnicity category. The Black or African American and Hispanic/Latino race/ethnicity categories were underrepresented by 7.68 and 6.75 percentage points, respectively. This is a 2.73 percentage point improvement in representativeness, up from 10.41 percentage points in FFY 2020, for the Black or African American race/ethnicity category and a 1.08 percentage improvement, up from 7.83 percentage points in FFY 2020, for the Hispanic/Latino race/ethnicity category.

Based on the thirteen disability categories used to report IDEA data, ten of the categories for survey respondents were within the +/- 3 percentage points of the proportion of the state population of children receiving special education services (Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impaired, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Vision Impairment ). The Autism category was overrepresented by 4.52 percentage points (a 1.08 percentage point improvement, down from 5.60 in FFY 2020). The Other Health Impairment and Specific Learning Disability categories were underrepresented by 13.24 percentage points, up from 12.33 in FFY 2020, and 12.77 percentage points, up from 9.97 in FFY 2020, respectively. This is a year-over-year decrease in representativeness for the Other Health Impairment and Specific Learning Disability categories (0.91 and 2.80 percentage points, respectively).

The VDOE took multiple steps to reduce previously identified nonresponse bias and promote response from a broad cross-section of parents of children with disabilities. To build awareness about the survey and improve parent response rate, the VDOE Family Engagement Specialist presented information about the parent survey to the Special Education Council including discussions about ways to improve the response rates of parents of children in the underrepresented demographic groups. The VDOE Family Engagement Specialist also presented information about the parent survey to Virginia’s SSEAC and local special education advisory committees (SEACs), providing suggestions for ways to improve both response rates and representativeness including suggesting that school districts post the survey information and link on the district website and/or email the survey link to all parents of their students with disabilities.

In FFY 2022, the VDOE is focusing on continuing to reduce nonresponse bias by reducing the nonresponse. The VDOE Family Engagement Specialist will focus on managing the parent survey process including data collection, analysis, and reporting. The family engagement specialist will continue to work with the Virginia PTI, LEAs, and other stakeholders to increase the response rate and reduce nonresponse bias, and use the parent survey data to assist LEAs with increasing meaningful parent involvement.

**Include the State’s analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.** **States must include race/ethnicity in their analysis. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

* The table below shows the counts and percentages for the two demographic categories that VDOE used in analyzing the percentage point differences between the VDOE child count data and the parent survey responses. The VDOE considered parent survey responses to be representative of the demographics of children receiving special education services if the difference between the percentages by each race/ethnicity category and disability category are within plus or minus three percentage points. Three of the seven race/ethnicity categories and 10 of the 13 disability categories were found to be representative of the demographics of children receiving special education services.

VDOE Child Count Data and Parent Survey Responses (Race/Ethnicity) (8)

| **Race/Ethnicity** | **Child Count Total** | **Percentage** | **Survey Responses** | **Percentage** | **Percentage Point Difference** |
| --- | --- | --- | --- | --- | --- |
| American Indian | 539 | 0.31% | 107 | 0.63% | 0.32 |
| Asian | 6,720 | 3.86% | 982 | 5.75% | 1.88 |
| Black or African American | 43,704 | 25.13% | 2,983 | 17.45% | -7.68 |
| Native Hawaiian/Pacific Islander | 246 | 0.14% | 41 | 0.24% | 0.10 |
| Hispanic/Latino | 30,083 | 17.30% | 1,834 | 10.73% | -6.57 |
| White (not Hispanic) | 81,821 | 47.05% | 9,464 | 55.37% | 8.32 |
| Two or more races | 10,797 | 6.31% | 1,681 | 9.84% | 3.63 |

VDOE Child Count Data and Parent Survey Responses (Disability) (8)

| **Disability** | **Child Count Total** | **Percentage** | **Survey Responses** | **Percentage** | **Percentage Point Difference** |
| --- | --- | --- | --- | --- | --- |
| Autism | 25,373 | 14.59% | 3,302 | 19.11% | 4.52 |
| Deaf-blindness | 29 | 0.02% | 16 | 0.09% | 0.08 |
| Developmental delay | 13,199 | 7.59% | 1,243 | 7.19% | -0.40 |
| Emotional disability | 8,763 | 5.04% | 629 | 3.46% | -1.40 |
| Hearing impairment | 1,241 | 0.71% | 124 | 0.72% | 0.01 |
| Intellectual disability | 8,683 | 4.99% | 733 | 4.60% | -0.75 |
| Multiple disabilities | 2,820 | 1.62% | 629 | 3.64% | 2.02 |
| Orthopedic impairment | 507 | 0.29% | 56 | 0.32% | 0.03 |
| Other health impairment | 35,533 | 20.43% | 1,242 | 7.19% | -13.24 |
| Specific learning disability | 53,039 | 30.50% | 3,063 | 17.73% | -12.77 |
| Speech or language impairment | 23,822 | 13.70% | 2,310 | 13.37% | -0.33 |
| Traumatic brain injury | 344 | 0.20% | 53 | 0.31% | 0.11 |
| Visual impairment | 557 | 0.32% | 80 | 0.46% | 0.14 |

**The demographics of the parents responding are representative of the demographics of children receiving special education services. (yes/no)**

* No

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics**

* Collaboration with organizations, such as the PTI Center and school districts’ Parent Resource Center (PRC) Coordinators who work directly with parents of students with disabilities, has been a major focus for the VDOE. The VDOE Family Engagement Specialist presented information about the parent survey to these groups and provided strategies for improving response rates and representativeness. Employees from these organizations share information about the parent survey during their presentations and contact the VDOE family engagement staff members if additional support is needed.

The VDOE family engagement staff members also include information about the parent survey during presentations to families across the State. Special education directors who represent the geographic regions in Virginia and serve on the Special Education and Student Services Council, were also provided with this information and the one-page graphic with suggestions for dissemination. The VDOE Family Engagement Specialist has presented information about the parent survey to the SSEAC and SEACs. Suggestions for ways to improve both response rates and representativeness are included in these presentations.

A downloadable resource and accompanying survey information is accessible via the VDOE’s website if needed. In addition, the VDOE Family Engagement Specialist submitted information with the links to access the parent survey to the VDOE’s Twitter page while repeating the tweets often during the last months of the submission window. The VDOE will continue work with the SSEAC, the PTI Center, the school districts’ PRCs, and SEACs to further ensure that parents of all students with disabilities across all demographic areas not only have access to the survey but are aware of the importance of their feedback to encourage them to complete the survey.

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

* The measure used to determine representativeness was +/- 3 percentage point difference in the proportion of responders as compared to the target population.

Indicator 8 Sampling Question

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

Indicator 8 Survey Questions

| **Survey Questions** | **Yes / No** |
| --- | --- |
| Was a survey used? | Yes |
| If yes, is it a new or revised survey? | No |
| If yes, provide a copy of the survey. | Blank cell |

#### Provide additional information about this indicator (optional)

### 8 - Prior FFY Required Actions

* In the FFY 2021 SPP/APR, the State must report whether its FFY 2021 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

**Response to actions required in FFY 2020 SPP/APR**

### 8 - OSEP Response

### 8 - Required Actions

## Indicator 9: Disproportionate Representation

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator**: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2021 reporting period (i.e., after June 30, 2022).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and 6 through 21 served under IDEA, aggregated across all disability categories.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken. If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 9 - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (9)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 0.00% |

Historical Data (FFY) (9)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

Targets (9)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |

#### FFY 2021 SPP/APR Data

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

* Yes

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

* 0

FFY 2020 SPP/APR Data (9)

| **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services** | **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | 0 | 132 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

* Yes

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

* The VDOE’s definition of “disproportionate representation” for Indicator 9 is as follows: 1) disproportionate representation of racial and ethnic groups in special education and related services occurs when the percent of a particular racial or ethnic group identified in the school district’s special education population is disproportionate to the percent of that racial or ethnic group in the school district’s general population using a risk ratio; 2) the threshold at which disproportionate representation is identified is a risk ratio of 2.0 or greater; 3) a single year of data is used in the calculation; and 4) a minimum cell size of more than ten (numerator) and minimum n-size of more than ten (denominator) were utilized.

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

* Level One: Data Analysis

The VDOE used a risk ratio model to calculate and determine if districts had disproportionate representation. The VDOE evaluated the degree to which students in specific racial and ethnic groups may or may not be at higher risk for being identified as having a disability compared to students not in those racial and ethnic groups. This is accomplished by computing risk ratios depicting the proportion of students with disabilities in each specific racial and ethnic group relative to the proportion of students with disabilities in all other racial and ethnic groups. The computation was done at the district level, and a minimum cell size of more than ten (numerator) and minimum n-size of more than ten (denominator) was applied as a control for very small populations.

Risk ratios were computed for districts that met the minimum cell size/n-size requirements of more than ten students with disabilities in a specific racial or ethnic group and more than ten students in the comparison group. Data from FFY 2021 includes calculations from all of the 132 school districts in the State, resulting in no districts being totally excluded from the disproportionate calculation. Using the calculation criteria above and applying it to all races/ethnicities effectively created a response group representative of the populations in each district.

Districts with racial and ethnic group(s) that met the minimum cell size/n-size with risk ratios greater than 2.0 were considered to have disproportionate representation. Subsequently, districts were required to complete the level two analysis to determine if the disproportionate representation found was due to procedural violations during the eligibility and/or evaluation processes found at 8VAC20-81-80 and 8VAC20-81-70 of the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Regulations), respectively.

Level Two: Review of Superintendents’ Assurances of Policies, Procedures, and Practices that Prevent Disproportionate Representation and Individual Student Records

Annually, each school district is required to provide the VDOE a written assurance, certified by signature of the superintendent, or designee, of the school district, that policies and procedures are in effect which are designed to prevent disproportionate representation by race and ethnicity in special education and related services.

Additionally, if a school district was identified in the level one analysis for disproportionate representation, the district was required to review individual student records for the racial and ethnic groups identified in the level one analysis. This record review required the use of a checklist that allowed the school district to identify, by documented evidence only, any violations of procedural or regulatory requirements related to the identification of students as a student with a disability. If there was no documented evidence found in a student’s record to support “appropriate identification” as defined by the VDOE, this counted as a procedural or regulatory violation. School districts submitted a written summary of their student record review to the VDOE, and a final determination was made as to which districts had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. For 2021-2022, zero of the five districts identified in the level one analysis and subjected to this level two analysis were determined to have violations of regulatory or procedural requirements related to the identification of students as students with disabilities in that racial or ethnic group.

#### Provide additional information about this indicator (optional)

* The VDOE uses a five-year cyclical approach to review special education data for all school districts in the State, as recommended by OSEP. In doing so, the VDOE has a process for systematically auditing and validating school districts’ self-determinations of compliance with all IDEA compliance indicators submitted through its SSWS Special Education Indicators application. The VDOE ensures, per OSEP guidance, all instances of noncompliance are reported as communicated by the LEAs to VDOE consistent with OSEP Memorandum 09-02.

Each year, approximately 20 percent of the school districts in Virginia are selected for data validation of compliance indicators. Specifically, between the months of September and December, the regional VDOE monitoring specialist assigned to school districts within that current year’s cohort reviews a random sample of individual student files and specific policies, procedures, and practices to ensure the accuracy of the indicator information submitted to VDOE. The number of files reviewed is based on the number of records submitted for each indicator.

The LEAs self-reporting less than 100 percent receive written notification of noncompliance, develop a corrective action plan (CAP) as determined by the VDOE Lead Monitoring Specialist, and undergo the Prong 1 and Prong 2 process within one year of written notification. If it is determined that LEAs self-reporting 100 percent submitted inaccurate information, the school district is required to resubmit accurately. Following data resubmission, the district superintendent receives written notification of noncompliance, a CAP is developed as determined by the VDOE Lead Monitoring Specialist, and the Prong 1 and Prong 2 process is completed within one year of written notification. Closure of indicator corrections is finalized with an email to special education administrators.

Correction of Findings of Noncompliance Identified in FFY 2020 (9)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (9)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 9 - Prior FFY Required Actions

* None

### 9 - OSEP Response

### 9 - Required Actions

## Indicator 10: Disproportionate Representation in Specific Disability Categories

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator**: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

#### Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2021 reporting period (i.e., after June 30, 2022).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 10 - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (10)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 1.72% |

Historical Data (FFY) (10)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 1.72% | 1.72% | 0.86% | 1.71% | 0.87% |

Targets (10)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 0% | 0% | 0% | 0% | 0% |

#### FFY 2021 SPP/APR Data

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

* Yes

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

* 15

FFY 2020 SPP/APR Data (10)

| **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories** | **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 56 | 1 | 117 | 0.87% | 0% | 0.85% | Did not meet target | No Slippage |

**Were all races and ethnicities included in the review?**

* Yes

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

* The VDOE’s definition of “disproportionate representation” for Indicator 10 is as follows: 1) disproportionate representation of racial and ethnic groups in specific disability categories occurs when the percent of a particular racial or ethnic group in the disability categories of intellectual disability, specific learning disability, emotional disability, other health impairment, autism, or speech or language impairment is disproportionate to the percent of that racial or ethnic group relative to the percent of students with disabilities in these disability categories in all other racial or ethnic groups using a risk ratio; 2) the threshold at which disproportionate representation is identified as a risk ratio of 2.0 or greater; 3) a single year of data is used in the calculation; and 4) a minimum cell size of more than ten (numerator) and/or minimum n-size of more than ten (denominator) were utilized.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

* Level One: Data Analysis

The VDOE used a risk ratio model to calculate and determine if districts had disproportionate representation. The VDOE evaluated the degree to which students in specific racial and ethnic groups may or may not be at higher risk for being identified as having a disability in a specific disability category compared to students not in that racial or ethnic group. This is accomplished by computing risk ratios depicting the proportion of SWD in a specific disability category in each racial and ethnic group relative to the proportion of SWD in the specific disability category in all other racial and ethnic groups. The computation was done at the district level and a minimum cell size of more than ten (numerator) and minimum n-size of more than ten (denominator) was applied to control very small populations.

Risk ratios were computed for districts that met the minimum cell size/n-size requirements of more than ten students with disabilities in the racial or ethnic group and more than ten students in the comparison group. Districts with racial and ethnic group(s) that met the minimum cell size/n-size with risk ratios 2.0 or greater were considered to have disproportionate representation and required to complete the level two analysis to determine if the disproportionate representation found was due to procedural violations during the eligibility and/or evaluation processes found at 8VAC20-81-80 and 8VAC20-81-70 of the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Regulations), respectively.

In 2021-2022, 15 districts were totally excluded from the calculation due to not meeting the minimum cell size requirements for any racial or ethnic group within specific disability categories. Fifty-six districts were identified in the level one analysis and subjected to level two analysis. The FFY 2021 data includes calculations from 117 school districts and captures all races and ethnicities as well as all six specific disability categories, creating a response group representative of the populations in each district.

Level Two: Review of Superintendents’ Assurances of Policies, Procedures, and Practices that Prevent Disproportionate Representation and Individual Student Records

Annually, each school district is required to provide the VDOE a written assurance, certified by signature of the superintendent/designee of the school district, that policies and procedures are in effect which are designed to prevent disproportionate representation in special education and related services by race and ethnicity within specific disability categories.

Additionally, if a district was identified in the level one analysis for disproportionate representation, the district was required to review individual student records for the racial and ethnic group(s) and special education category(ies) identified in the level one analysis. This record review required the use of a checklist that allowed the district to identify, by documented evidence only, any violations of procedural or regulatory requirements related to the identification of a student as a student with a disability. If there was no documented evidence found in a student’s record to support “appropriate identification” as defined by the VDOE, this counted as a procedural or regulatory violation. School districts submitted a written summary of their student record review to VDOE, and a final determination was made as to which districts had disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. For 2021-2022, one of the fifty-six districts identified in the level one analysis and subjected to this level two analysis was determined to have violations of regulatory or procedural requirements related to the identification of students as students with disabilities in that racial and ethnic group and specific disability category(ies).

#### Provide additional information about this indicator (optional)

* The VDOE uses a five-year cyclical approach to review special education data for all school districts in the State, as recommended by OSEP. In doing so, the VDOE has a process for systematically auditing and validating school districts’ self-determinations of compliance with all IDEA compliance indicators submitted through its SSWS Special Education Indicators application. The VDOE ensures, per OSEP guidance, all instances of noncompliance are reported as communicated by the LEAs to VDOE consistent with OSEP Memorandum 09-02.

Each year, approximately 20 percent of the school districts in Virginia are selected for data validation of compliance indicators. Specifically, between the months of September and December, the regional VDOE monitoring specialist assigned to school districts within that current year’s cohort reviews a random sample of individual student files and specific policies, procedures, and practices to ensure the accuracy of the indicator information submitted to VDOE. The number of files reviewed is based on the number of records submitted for each indicator.

The LEAs self-reporting less than 100 percent receive written notification of noncompliance, develop a CAP as determined by the VDOE Lead Monitoring Specialist, and undergo the Prong 1 and Prong 2 process within one year of written notification. If it is determined that LEAs self-reporting 100 percent submitted inaccurate information, the school district is required to resubmit accurately. Following data resubmission, the district superintendent receives written notification of noncompliance, a CAP is developed as determined by the VDOE Lead Monitoring Specialist, and the Prong 1 and Prong 2 process is completed within one year of written notification. Closure of indicator corrections is finalized with an email to special education administrators.

Correction of Findings of Noncompliance Identified in FFY 2020 (10)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 1 | 1 | 0 | 0 |

#### FFY 2020 Findings of Noncompliance Verified as Corrected

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

* The VDOE provided written notification of noncompliance to the district that reported less than 100 percent compliance for FFY 2020 and assigned a VDOE monitoring specialist. The assigned monitoring specialist reviewed the districts procedures and practices for compliance. Finding zero noncompliance in the aforementioned areas, the district then provided training/technical assistance to its applicable staff members. Additionally, the VDOE verified correction of the individual case of noncompliance (Prong 1) by reassessing the student’s record in the area(s)/question(s) originally reported as noncompliant. Subsequent student file assessments were conducted by VDOE monitoring staff of a sampling for the noncompliant district’s newly developed student records (Prong 2). Specifically, the VDOE monitoring specialists randomly reviewed new student files for the identified disproportionately represented race/ethnicity and disability for the district reviewing for evidence of corrections in the part of the process that caused the noncompliance. The Prong 2, Set 1 record review resulted in 100 percent compliance in the district. Therefore, it was determined that no additional corrective steps were required by the district. The FFY 2020 district that reported noncompliance specific to Indicator 10 is now at 100 percent compliance and correctly implementing the regulatory requirements consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

* The VDOE has verified that the individual incident of student-level noncompliance specific to Indicator 10 from the school district identified in FFY 2020 was corrected consistent with OSEP Memorandum 09-02. The district with noncompliance has corrected their individual case of noncompliance and are correctly implementing the specific regulatory requirements associated with Indicator 10. Specifically, written notification of the noncompliance was mailed to the district superintendent. Subsequently, a VDOE monitoring specialist was assigned to ensure Prong 1 and Prong 2 corrections. Prior to conducting Prong 1, the VDOE monitoring specialist reviewed the processes used by the district to identify students under IDEA, more specifically the six specific disability categories identified under Indicator 10, to determine if the district’s eligibility and evaluation processes were compliant. This review also included an assessment as to whether there was racial/ethnic and/or cultural bias(es) in the district’s processes. Additionally, the eligibility and evaluation processes were reviewed to discern if the identified noncompliance was a districtwide problem, a school-based problem, or an isolated occurrence. It was determined that the school district’s identification processes were compliant and that the identified case of noncompliance was isolated.

To complete the Prong 1 process, the VDOE monitoring specialists reassessed the record of the individual case of noncompliance and verified that the individual record was corrected, and therefore 100 percent compliant. To satisfy Prong 2, the VDOE monitoring specialist reviewed the district’s policies and procedures (e.g., documentation of training, meetings, guidance documents, procedural updates) implemented since noncompliance was identified. The monitor then randomly reviewed new student files (Prong 2) for the identified disproportionately represented race/ethnicity and disability in the noncompliant district, reviewing for evidence of corrections in the part of their processes that caused the noncompliance. The Prong 2, Set 1 record reviews resulted in 100 percent compliance, and it was determined that no additional corrective steps were required by the district. All steps took place within one calendar year of the date the district was notified of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (10)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 10 - Prior FFY Required Actions

* Because the State reported less than 100% compliance for FFY 2020 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. The State must demonstrate, in the FFY 2021 SPP/APR, that the district identified in FFY 2020 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification is in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

**Response to actions required in FFY 2020 SPP/APR**

### 10 - OSEP Response

### 10 - Required Actions

## Indicator 11: Child Find

### Instructions and Measurement

**Monitoring Priority**: Effective General Supervision Part B / Child Find

**Compliance indicator**: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

#### Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

#### Measurement

1. # of children for whom parental consent to evaluate was received.
2. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 11 - Indicator Data

Historical Data (11)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 92.70% |

Historical Data (FFY) (11)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 99.36% | 99.25% | 98.85% | 97.45% | 93.66% |

Targets (11)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |

FFY 2021 SPP/APR Data (11)

| **(a) Number of children for whom parental consent to evaluate was received** | **(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)** | **FFY 2020 Data** | **FFY 2021  Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 31,841 | 31,133 | 93.66% | 100% | 97.78% | Did not meet target | No Slippage |

**Number of children included in (a) but not included in (b)**

* 708

**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

* Number of students / (Range of business days beyond required timeline)
* 247 students (1–5 days)
* 227 students (6–15 days)
* 84 students (16–25 days)
* 41 students (26–35 days)
* 32 students (36–45 days)
* 77 students (46+ days)
* Number of students / (Reason for the delay)
* 56 students (Inclement weather)
* 126 students (Paperwork errors)
* 8 students (Inconclusive testing results)
* 8 students (Late referral due to Part B/C issues)
* 30 students (Child not available: not parent failure/child refusal)
* 480 students (Other)
* Other Reasons for Delay (480 students)
* 115 students (Staffing shortages)
* 91 students (Human error)
* 73 students (COVID related)
* 56 students (Assessments not completed within timelines)
* 145 students (Scheduling issues)

**Indicate the evaluation timeline used:**

* The State established a timeline within which the evaluation must be conducted

**What is the State’s timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

* According to Virginia Regulations, 8VAC20-81-60 referral for initial evaluation, the school district must ensure that all evaluations are completed and that decisions about eligibility are made within 65 business days of the receipt of the referral by the special education administrator, or designee, including if the special education administrator, or designee, routes the referral to the school-based committee for review and action.

The time frame shall not apply to the local school district if:

1. The parent(s) of the child repeatedly fails or refuses to produce the child for the evaluation; or
2. If the child enrolls in a school served by the local school district after the required 65 business days has begun and prior to a determination by the child’s previous local school district as to whether the child is a child with a disability. This exception only applies if the local school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent(s) and the local school district where the child is enrolled in school agree to a specific time when the evaluation will be completed.

In addition, the parent and eligibility group may agree in writing to extend the 65-day timeline to obtain additional data that cannot be obtained within the 65 business days.

**What is the source of the data provided for this indicator?**

* State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

* All school districts submitted data for Indicator 11 through a secure web-based application developed by VDOE. All components of Indicator 11 are included in the application, and data entered reflect the reporting period July 1, 2021–June 30, 2022, including edit checks to ensure consistency and accuracy in reporting. The VDOE staff members provided information to school district staff members regarding the data required for Indicator 11 and on procedures for submitting data to the VDOE through statewide training sessions. Data submitted by school districts were reviewed for accuracy by VDOE staff members, and school districts were notified when there appeared to be inaccurate reporting.

In addition, numerous verification visits were made to ensure accurate reporting. Specifically, the VDOE uses a five-year cyclical approach to review special education data for all school districts in the State, as recommended by OSEP. In doing so, the VDOE has a process for systematically auditing and validating school districts’ self-determinations of compliance with all IDEA compliance indicators submitted through its SSWS Special Education Indicators application. The VDOE ensures, per OSEP guidance, all instances of noncompliance are reported as communicated by the LEAs to VDOE consistent with OSEP Memorandum 09-02.

Each year, approximately 20 percent of the school districts in Virginia are selected for data validation of compliance indicators. Specifically, between the months of September and December, the regional VDOE monitoring specialist assigned to school districts within that current year’s cohort reviews a random sample of individual student files and specific policies, procedures, and practices to ensure the accuracy of the indicator information submitted to VDOE. The number of files reviewed is based on the number of records submitted for each indicator. The LEAs self-reporting less than 100 percent receive written notification of noncompliance, develop a CAP as determined by the VDOE monitoring specialist, and undergo the Prong 1 and Prong 2 process within one year of written notification. If it is determined that LEAs self-reporting 100 percent submitted inaccurate information, the school district is required to resubmit accurately. Following data resubmission, the district superintendent receives written notification of noncompliance, a CAP is developed as determined by the VDOE monitoring specialist, and the Prong 1 and Prong 2 process is completed within one year of written notification. Closure of indicator corrections is finalized with an email to special education administrators.

#### Provide additional information about this indicator (optional)

* In FFY 2021, a total of 708 student-level findings of noncompliance with Indicator 11 were identified across 39 school districts. The status of compliance will be reported in the next APR report.

Correction of Findings of Noncompliance Identified in FFY 2020 (11)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 1,266 | 1,266 | 0 | 0 |

#### FFY 2020 Findings of Noncompliance Verified as Corrected

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

* The assigned VDOE monitoring specialist contacted each of the 38 school districts that reported less than 100 percent compliance for FFY 2020. A discussion of activities, strategies, and barriers causing noncompliance was held with the director of special education, or the designee, for each of the 38 school districts. Directors of special education followed up with school administrators and other staff members integral to the evaluation and eligibility process to ensure the implementation of activities and strategies discussed with the VDOE monitoring specialist. Through in-person or remote desk reviews of each of the 1,266 individual student records identified as noncompliant for Indicator 11 in FFY 2020, the VDOE monitoring specialists verified that all of the 1,266 initial eligibility meetings, albeit late, had been held (Prong 1). Additionally, a random sampling of newly completed Indicator 11 records (Prong 2) were reviewed by the VDOE monitoring specialist in each of the 38 districts identified as noncompliant for this indicator in FFY 2020. The results of these Prong 1 and Prong 2 reviews revealed that all of the 38 districts previously identified as noncompliant for Indicator 11 in FFY 2020 are now at 100 percent compliance and are correctly implementing the regulatory requirements consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

* The VDOE has determined that all of the 1,266 items of student-level noncompliance specific to Indicator 11, identified in FFY 2020, were corrected consistent with OSEP Memorandum 09-02. Each of the 38 districts with noncompliance: 1) has completed the evaluation (including eligibility), although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the district; and 2) is correctly implementing the specific regulatory requirements.

Specifically, written notification of the noncompliance was sent to each of the 38 district superintendents, a VDOE monitoring specialist was assigned to each district, and CAPs were written by the district if deemed appropriate by the VDOE monitoring specialist. To satisfy Prong 1, in-person or remote desk reviews were completed for each of the 1,266 individual student records in the 38 districts that were identified as noncompliant for Indicator 11 in FFY 2020. The VDOE monitoring specialists verified that all of the 1,266 initial eligibility meetings, albeit late, had been held, unless the child is no longer in the jurisdiction of the district. Local directors were reminded of their obligation to consider compensatory service for eligible students in instances where the timeline was not met. To satisfy Prong 2, the VDOE monitoring specialists reviewed revised policies, procedures, and practices (e.g., documentation of training, meetings, handbook update, guidance documents) the districts have implemented since noncompliance was identified. A random sampling of newly completed Indicator 11 records were reviewed by the VDOE monitoring specialist in each of the 38 districts identified as noncompliant for this indicator in FFY 2020. The results of these reviews revealed that all of the 38 districts previously identified as noncompliant for Indicator 11 in FFY 2020 are now at 100 percent compliance and are correctly implementing the regulatory requirements consistent with OSEP Memorandum 09-02. All steps took place within one calendar year of the date each district was notified of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (11)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 11 - Prior FFY Required Actions

* Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

**Response to actions required in FFY 2020 SPP/APR**

### 11 - OSEP Response

* OSEP cannot determine if the data for this indicator are valid and reliable. In reporting on this indicator, the State reported 708 children included in (a) but not in (b) of the calculation. In accounting for those children and indicating the range of days beyond the timeline when the evaluation was completed and providing the reasons for delay, the State reported "other" as the reason for delay for 480 children. Therefore, OSEP cannot determine whether the State met its target. The State must provide the specific reason(s) for delay for these 480 children.

### 11 - Required Actions

## Indicator 12: Early Childhood Transition

### Instructions and Measurement

**Monitoring Priorit**y: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data to be taken from State monitoring or State data system.

#### Measurement

1. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
2. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
3. # of those found eligible who have an IEP developed and implemented by their third birthdays.
4. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
5. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
6. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child’s third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 12 - Indicator Data

* Not applicable

**Select yes if this indicator is not applicable.**

* No

Historical Data (12)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 89.30% |

Historical Data (FFY) (12)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 99.53% | 99.56% | 99.70% | 99.47% | 95.26% |

Targets (12)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |

FFY 2021 SPP/APR Data (12)

|  |  |
| --- | --- |
| **Indicator 12: Early Childhood Transition** | **Total Number** |
| a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. | 3,599 |
| b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday. | 380 |
| c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. | 2,414 |
| d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. | 475 |
| e. Number of children who were referred to Part C less than 90 days before their third birthdays. | 278 |
| f. Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option. | 0 |

Indicator 12: IEP Implemented by Third Birthday (12)

| **Measure** | **Numerator (c)** | **Denominator (a-b-d-e-f)** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | 2,414 | 2,466 | 95.26% | 100% | 97.89% | Did not meet target | No Slippage |

**Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

* 52

**Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.**

* Number of students with disabilities / (Range of business days beyond required timeline)
* 12 students (1–5 days)
* 20 students (6–15 days)
* 9 students (16–25 days)
* 3 students (26–35 days)
* 1 students (36–45 days)
* 7 students (46+ days)
* Number of students with disabilities / (Reason for the delay)
* 6 students (Inclement weather)
* 5 students (Paperwork errors)
* 0 students (Inconclusive testing results)
* 4 students (Late referral due to Part B/C issues)
* 2 students (Child not available: not parent failure/child refusal)
* 35 students (Other) - Specifically, 28 meeting delays due to scheduling errors on behalf of the school district; 7 meeting delays directly related lack of school district staffing to complete evaluations and hold meetings.

**Attach PDF table (optional)**

**What is the source of the data provided for this indicator?**

* State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

* All school districts submitted data for Indicator 12 through a secure web-based application developed by VDOE. All components of Indicator 12 are included in the application and data entered reflect the reporting period July 1, 2021–June 30, 2022, and include all children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by the beginning of the school year if they turn age two by September 30 of that school year or by their third birthday. Staff members from VDOE provided information related to data required for Indicator 12 and on procedures for submitting data to VDOE through statewide training sessions. Data submitted by school districts were reviewed for accuracy, and school districts were notified when there appeared to be inaccurate reporting.

In addition, numerous verification visits were made to ensure accurate reporting. Specifically, the VDOE uses a five-year cyclical approach to review special education data for all school districts in the State, as recommended by OSEP. In doing so, the VDOE has a process for systematically auditing and validating school districts’ self-determinations of compliance with all IDEA compliance indicators submitted through its SSWS Special Education Indicators application. The VDOE ensures, per OSEP guidance, all instances of noncompliance are reported as communicated by the LEAs to VDOE consistent with OSEP Memorandum 09-02.

Each year, approximately 20 percent of the school districts in Virginia are selected for data validation of compliance indicators. Specifically, between the months of September and December, the regional VDOE monitoring specialist assigned to school districts within that current year’s cohort reviews a random sample of individual student files and specific policies, procedures, and practices to ensure the accuracy of the indicator information submitted to VDOE. The number of files reviewed is based on the number of records submitted for each indicator. The LEAs self-reporting less than 100 percent receive written notification of noncompliance, develop a CAP as determined by the VDOE Lead Monitoring Specialist, and undergo the Prong 1 and Prong 2 process within one year of written notification. If it is determined that LEAs self-reporting 100 percent submitted inaccurate information, the school district is required to resubmit accurately. Following data resubmission, the district superintendent receives written notification of noncompliance, a CAP is developed as determined by the VDOE Lead Monitoring Specialist, and the Prong 1 and Prong 2 process is completed within one year of written notification. Closure of indicator corrections is finalized with an email to special education administrators.

#### Provide additional information about this indicator (optional)

* In FFY 2021, a total of 52 student-level findings of noncompliance with Indicator 12 were identified across 16 school districts. The status of compliance will be reported in the next APR report.

Correction of Findings of Noncompliance Identified in FFY 2020 (12)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 110 | 110 | 0 | 0 |

#### FFY 2020 Findings of Noncompliance Verified as Corrected

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

* The FFY 2020 data reflected 110 total instances of noncompliance in 23 school districts. The assigned VDOE monitoring specialist contacted each of the 23 school districts that reported less than 100 percent compliance for FFY 2020. A discussion of activities, strategies, and barriers causing noncompliance was held with the director of special education, or the designee, for each of the 23 school districts. Directors of special education followed up with school administrators and other staff members integral to the evaluation, eligibility, and IEP processes to ensure the implementation of activities and strategies discussed with the VDOE monitoring specialist. Through in-person or remote desk reviews of each of the 110 individual student records identified as noncompliant for Indicator 12 in FFY 2020, VDOE monitoring specialists verified that all of the 110 initial eligibility meetings, albeit late, had been held and all of the 110 IEPs were developed (Prong 1). Additionally, a random sampling of newly completed Indicator 12 records (Prong 2) in each of the 23 districts identified as noncompliant for this indicator in FFY 2020 were reviewed by the VDOE monitoring specialist. The results of these Prong 1 and Prong 2 reviews revealed that all of the 23 districts previously identified as noncompliant for Indicator 12 in FFY 2020 are now at 100 percent compliance and are correctly implementing the regulatory requirements consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

* The VDOE has determined that all of the 110 instances of student-level noncompliance specific to Indicator 12 identified in FFY 2020 were corrected consistent with OSEP Memorandum 09-02. Each of the 23 districts with noncompliance: 1) has completed the eligibility and developed an initial IEP, although late, for any child whose initial eligibility and subsequent IEP was not timely, unless the child is no longer within the jurisdiction of the district; and 2) the VDOE has verified that the district is now correctly implementing the specific regulatory requirements with 100 percent compliance.

Specifically, written notification of the noncompliance was sent to each of the 23 district superintendents, a VDOE monitoring specialist was assigned to each district, and CAPs were written by the district, if deemed appropriate by the VDOE monitoring specialist. To satisfy Prong 1, in-person or remote desk reviews were completed for each of the 110 individual student records in the 23 districts that were identified as noncompliant for Indicator 12 in FFY 2020. The VDOE monitoring specialist reviewed the eligibility determinations and IEP for each of the 110 individual cases of noncompliance and has determined that the LEA has completed, although late, the eligibility and IEP for any child whose initial eligibility and subsequent IEP was not timely, unless the child is no longer within the jurisdiction of the district, resulting in 100 percent compliance with the regulatory requirement. At the time of this review, VDOE monitoring specialists reminded local directors of their obligation to consider compensatory service for eligible students in instances where the timeline was not met. To satisfy Prong 2, the VDOE monitoring specialists reviewed revised policies, procedures, and practices (e.g., documentation of training, meetings, handbook update, guidance documents) the districts have implemented since noncompliance was identified. A random sampling of newly completed Indicator 12 records in each of the 23 districts identified as noncompliant for this indicator in FFY 2020 were reviewed by the VDOE. The results of these reviews revealed that all of the 23 districts previously identified as noncompliant in FFY 2020 for Indicator 12, are now at 100 percent compliance and are correctly implementing the regulatory requirements consistent with OSEP Memorandum 09-02. All steps took place within one calendar year of the date each district was notified of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (12)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 12 - Prior FFY Required Actions

* Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

**Response to actions required in FFY 2020 SPP/APR**

### 12 - OSEP Response

### 12 - Required Actions

## Indicator 13: Secondary Transition

### Instructions and Measurement

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data to be taken from State monitoring or State data system.

#### Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

#### Instructions

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

### 13 - Indicator Data

Historical Data (13)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 98.09% |

Historical Data (FFY) (13)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 99.37% | 99.71% | 99.25% | 98.41% | 97.15% |

Targets (13)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target | 100% | 100% | 100% | 100% | 100% |

FFY 2021 SPP/APR Data (13)

| **Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition** | **Number of youth with IEPs aged 16 and above** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 7,885 | 8,250 | 97.15% | 100% | 95.58% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

* Stakeholders believe the reason for slippage is the ongoing challenges with recruitment and retention of staff that serve students of secondary transition age.

**What is the source of the data provided for this indicator?**

* State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

* All school districts complete an eight-question checklist developed by VDOE that incorporates technical assistance provided by the National Technical Assistance Center on Transition (NTACT). The data is submitted through a secure web-based application developed by VDOE. All required components of Indicator 13 are included in the application, and data entered reflect the reporting period July 1, 2021–June 30, 2022, including edit checks to ensure consistency and accuracy in reporting. Staff members from VDOE provided information related to data required for Indicator 13 and on procedures for submitting data to the VDOE through statewide training sessions. Data submitted by school districts were reviewed for accuracy, and school districts were notified when there appeared to be inaccurate reporting.

In addition, numerous verification visits were made to ensure accurate reporting. Specifically, the VDOE uses a five-year cyclical approach to review special education data for all school districts in the State, as recommended by OSEP. In doing so, the VDOE has a process for systematically auditing and validating school districts’ self-determinations of compliance with all IDEA compliance indicators submitted through its SSWS Special Education Indicators application. The VDOE ensures, per OSEP guidance, all instances of noncompliance are reported as communicated by the LEAs to VDOE consistent with OSEP Memorandum 09-02.

Each year, approximately 20 percent of the school districts in Virginia are selected for data validation of compliance indicators. Specifically, between the months of September and December, the regional VDOE monitoring specialist assigned to school districts within that current year’s cohort reviews a random sample of individual student files and specific policies, procedures, and practices to ensure the accuracy of the indicator information submitted to VDOE. The number of files reviewed is based on the number of records submitted for each indicator. The LEAs self-reporting less than 100 percent receive written notification of noncompliance, develop a CAP as determined by the VDOE Lead Monitoring Specialist, and undergo the Prong 1 and Prong 2 process within one year of written notification. If it is determined that LEAs self-reporting 100 percent submitted inaccurate information, the school district is required to resubmit accurately. Following data resubmission, the district superintendent receives written notification of noncompliance, a CAP is developed as determined by the VDOE Lead Monitoring Specialist, and the Prong 1 and Prong 2 process is completed within one year of written notification. Closure of indicator corrections is finalized with an email to special education administrators.

Indicator 13 Questions

| **Question** | **Yes / No** |
| --- | --- |
| Do the State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16? | Yes |
| If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age? | No |

**If no, please explain**

* Although State regulations require transition planning to start at age 14, VDOE staff members met with stakeholders and elected to align the Indicator 13 data submission with Federal regulations as required in the FFY 2021 Part B Measurement Table. This decision was made to align with Federal regulations in order to minimize the variables for benchmarking purposes when utilizing the SPP/APR Indicator Analysis Booklet released annually by OSEP. The NTACT analysis of Indicator 13 is very useful when meeting with stakeholders. However, Federal program monitoring specialists ensure that students younger than age 16 also meet these requirements as identified by Virginia Regulations in their monitoring activities conducted in local districts. Virginia will revisit the decision to not include children younger than age 16 in our stakeholder discussions for the FFY 2022 Part B SPP/APR and beyond.

#### Provide additional information about this indicator (optional)

* In FFY 2021, a total of 365 student-level findings of noncompliance with Indicator 13 were identified across 22 school districts. The status of compliance will be reported in the next APR report.

Correction of Findings of Noncompliance Identified in FFY 2020 (13)

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 246 | 246 | 0 | 0 |

#### FFY 2020 Findings of Noncompliance Verified as Corrected

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

* The VDOE contacted each school district that reported less than 100 percent compliance for FFY 2020. The VDOE verified correction of individual cases of noncompliance identified in FFY 2020 through on-site visits and/or internal desk reviews of school districts’ data for Indicator 13. School districts were required to provide verification of corrections for individual cases of noncompliance and evidence that updated or new records were 100 percent compliant for the indicator. A discussion of activities, strategies, and barriers causing noncompliance was held with directors of special education for each district. Directors of special education for each district followed up with school administrators to ensure the implementation of activities and strategies discussed with VDOE. The VDOE’s procedure for corrections of noncompliance and verification of implementation of the specific regulatory requirement is consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

* The VDOE has determined that all of the 246 items of student-level noncompliance specific to Indicator 13, identified in FFY 2020, were corrected consistent with OSEP Memorandum 09-02. Each district with noncompliance findings: 1) has corrected each individual case of noncompliance, unless the student is no longer within the jurisdiction of the district; and 2) is correctly implementing the specific regulatory requirements.

Specifically, written notification of the noncompliance was sent to the district superintendent, a VDOE monitoring specialist was assigned, and CAPs were written by the districts if deemed appropriate by the VDOE monitoring specialist. To satisfy Prong 1, a VDOE monitoring specialist reviewed each IEP that was out of compliance to ensure the noncompliance has been corrected. To satisfy Prong 2, the VDOE monitoring specialist reviewed revised policies, procedures, and practices (e.g., documentation of trainings, meetings, handbook update, guidance documents) the district has implemented since noncompliance was identified. Monitors then randomly selected new files for review that were completed following changes to policies, procedures, and practices reviewing for evidence of corrections in the part or parts of the process that caused the noncompliance. If Prong 2, Set 1 did not result in 100 percent compliance, additional corrective steps were implemented by the district, and Prong 2 is repeated as Set 2. This continued as necessary to result in 100 percent compliance. All steps took place within one calendar year of the date the district was notified of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2020 (13)

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |
| Blank cell | Blank cell | Blank cell | Blank cell |

### 13 - Prior FFY Required Actions

* Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

**Response to actions required in FFY 2020 SPP/APR**

### 13 - OSEP Response

### 13 - Required Actions

## Indicator 14: Post-School Outcomes

### Instructions and Measurement

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Results indicator:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. Enrolled in higher education within one year of leaving high school.
2. Enrolled in higher education or competitively employed within one year of leaving high school.
3. 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 leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

State selected data source.

#### Measurement

1. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
2. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
3. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### Instructions

*Sampling****of youth who had IEPs and are no longer in secondary school****is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See General Instructions on page 2 for additional instructions on sampling.)*

Collect data by September 2022 on students who left school during 2020-2021, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2020-2021 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

1. ***Definitions***

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

1. ***Data Reporting***

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;Competitively employed within one year of leaving high school (but not enrolled in higher education);
2. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
3. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2021 SPP/APR, compare the FFY 2021 response rate to the FFY 2020 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

1. ***Reporting on the Measures/Indicators***

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school must be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Beginning with the FFY 2021 SPP/APR, due February 1, 2023, include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process. If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

### 14 - Indicator Data

Historical Data (14)

| **Measure** | **Baseline** | **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 2009 | Target >= | 35.00% | 36.00% | 36.00% | 35.00% | 35.50% |
| A | 31.93% | Data | 32.85% | 32.57% | 34.87% | 34.44% | 33.32% |
| B | 2009 | Target >= | 62.75% | 63.50% | 63.50% | 65.00% | 65.50% |
| B | 54.95% | Data | 63.10% | 64.08% | 66.11% | 65.87% | 71.65% |
| C | 2009 | Target >= | 71.50% | 72.00% | 72.00% | 72.00% | 72.50% |
| C | 63.32% | Data | 71.98% | 73.39% | 74.34% | 73.66% | 77.60% |

FFY 2020 Targets (14)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target A >= | 36.00% | 36.50% | 37.00% | 37.50% | 38.00% |
| Target B >= | 66.00% | 66.50% | 67.00% | 67.50% | 68.00% |
| Target C >= | 73.00% | 73.50% | 74.00% | 74.50% | 75.00% |

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

FFY 2021 SPP/APR Data (13)

| **Indicator 14: Post-School Outcomes** | **Number** |
| --- | --- |
| Total number of targeted youth in the sample or census | 10,726 |
| Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school | 6,514 |
| Response Rate | 60.73% |
| 1. Number of respondent youth who enrolled in higher education within one year of leaving high school | 2,301 |
| 2. Number of respondent youth who competitively employed within one year of leaving high school | 2,513 |
| 3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 133 |
| 4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed). | 291 |

Indicator 14: Measurements A, B, and C

| **Measure** | **Number of respondent youth** | **Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Enrolled in higher education (1) | 2,301 | 6,514 | 33.32% | 36.00% | 35.32% | Did not meet target | No Slippage |
| B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2) | 4,814 | 6,514 | 71.65% | 66.00% | 73.90% | Met target | No Slippage |
| C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4) | 5,238 | 6,514 | 77.60% | 73.00% | 80.41% | Met target | No Slippage |

**Please select the reporting option your State is using:**

* Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Response Rate (14)

|  |  |  |
| --- | --- | --- |
| **FFY** | **2020** | **2021** |
| Response Rate | 60.54% | 60.73% |

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

* The State of Virginia is using several strategies to increase the response rate year after year. The VDOE works closely with their state-funded transition center to distribute information and training through their website on collecting and utilizing Indicator 14 data. A webpage is devoted to Indicator 14, including recordings of question and answer sessions held through Zoom meetings for school districts to attend and to answer any questions they might have; tips are provided on how to increase a school district’s response rate; and information on implementing Indicator 14 and submitting follow-up data. Other strategies that are planned include revising a webinar on implementing Indicator 14 that will be available to school districts on demand and working directly with special education directors through trainings on using the data for transition planning. In addition, VDOE staff members will work directly with transition personnel on Indicator 14 (e.g., sharing information, providing training) through Communities of Practice that are being established in regions across the State.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

* To ensure minimal nonresponse bias, the school districts employed a variety of efforts to reach students and families. Districts reached out to community agencies for current contact information when needed; districts made multiple attempts using all phone numbers on record to contact each family, calling at different days and different times. The Virginia sample demographics were so similar to the population (all exiters) demographics (by disability and by race/ethnicity) that no propensity matching or other statistical adjustments were needed.

The response rate was 61 percent. The sampling error was <1 percent at a 95 percent confidence level with a population of 10,726 students with disabilities and completed surveys of 6,514 respondents. The responders are representative in terms of their disability category and race/ethnicity. The phi coefficient (f) comparing responders to nonresponders was found to be small for disability category (f=0.031) and race/ethnicity (f=0.022).

**Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

* To deem the response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school, Virginia chose to analyze primary disability and race/ethnicity as the demographics using a +/- 3 percentage point discrepancy in the proportion of responders compared to the target group. The results of the analysis showed completed surveys were within a +/- less than 1.0 percentage point discrepancy in most demographic areas by primary disability and race/ethnicity. A few outliers were well within the +/- 3 percentage point discrepancy threshold when compared to all exiters in the census population.
* In the tables below, < = cell size of 10 or less

Indicator 14 by Disability

| **Disability** | **All Exiters** | **All Exiters Percentage** | **Completed Surveys** | **Completed Surveys Percentage** | **Percentage Point Difference** |
| --- | --- | --- | --- | --- | --- |
| Autism | 1,208 | 11.26% | 803 | 12.33% | -1.07% |
| Deaf-blindness | < | 0.05% | < | 0.05% | 0.00% |
| Emotional disability | 1,022 | 9.53% | 531 | 8.15% | 1.38% |
| Hearing impairment | 76 | 0.71% | 45 | 0.69% | 0.02% |
| Intellectual disability | 583 | 5.44% | 385 | 5.91% | -0.47% |
| Multiple disabilities | 169 | 1.58% | 100 | 1.54% | 0.04% |
| Orthopedic impairment | 47 | 0.44% | 31 | 0.48% | -0.04% |
| Other health impairment | 2,710 | 25.27% | 1,699 | 26.08% | -0.81% |
| Specific learning disability | 4,705 | 43.87% | 2,795 | 42.91% | 0.96% |
| Speech or language impairment | 101 | 0.94% | 58 | 0.89% | 0.05% |
| Traumatic brain injury | 38 | 0.35% | 23 | 0.35% | 0.00% |
| Visual impairment | 48 | 0.45% | 34 | 0.52% | -0.07% |

Indicator 14 by Race/Ethnicity

| **Race/Ethnicity** | **All Exiters** | **All Exiters Percentage** | **Completed Surveys** | **Completed Surveys Percentage** | **Percentage Point Difference** |
| --- | --- | --- | --- | --- | --- |
| American Indian/Alaskan Native | 48 | 0.45% | 25 | 0.38% | 0.07% |
| Asian | 331 | 3.09% | 179 | 2.75% | 0.34% |
| Black or African American | 3,133 | 29.21% | 1,844 | 28.31% | 0.90% |
| Native Hawaiian/Pacific Islander | 17 | 0.16% | < | 0.15% | 0.01% |
| Hispanic/Latino | 1,515 | 14.12% | 872 | 13.39% | 0.73% |
| White (not Hispanic) | 5,120 | 47.73% | 3,261 | 50.06% | -2.33% |
| Two or more races | 470 | 4.38% | 286 | 4.39% | -0.01% |

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

* Yes

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

* Virginia chose to use a discrepancy model with a +/- 3 percentage point difference in the proportion of responders (completed surveys) compared to the target group (all exiters) across the demographic areas of primary disability and race/ethnicity as the primary metric. Additional statistical analysis methods were also applied to support representativeness of the demographics. Specifically, because of the dichotomous and categorical variables, the phi coefficient was used to determine any differences in the demographics of responders and nonresponders. The phi value can range from 1 to -1. If the value is close to zero (0) (as in this dataset), the demographic variables of primary disability and race/ethnicity are not statistically different between the two groups. Therefore, the sample of the responders is representative of the population.

Indicator 14 Sampling Questions

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | No |
| **Survey Question** | **Yes / No** |
| Was a survey used? | Yes |
| If yes, is it a new or revised survey? | No |

#### Provide additional information about this indicator (optional)

### 14 - Prior FFY Required Actions

* None

### 14 - OSEP Response

### 14 - Required Actions

## Indicator 15: Resolution Sessions

### Instructions and Measurement

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results Indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (E*MAPS*)).

#### Measurement

Percent = (3.1(a) divided by 3.1) times 100.

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

### 15 - Indicator Data

Select yes to use target ranges

* Target Range is used

Prepopulated Data (15)

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/02/2022 | 3.1 Number of resolution sessions | 78 |
| SY 2021-22 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/02/2022 | 3.1(a) Number resolution sessions resolved through settlement agreements | 11 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

* No

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Historical Data (15)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 27.00% |

Historical Data (FFY) (15)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 50.00% | 50.00% | 50.00% | 50.00% | 34.00%-39.00% |
| Data | 60.29% | 32.26% | 13.79% | 40.43% | 51.85% |

Targets (15)

| **FFY** | 2021 (low) | 2021 (high) | 2022 (low) | 2022 (high) | 2023 (low) | 2023 (high) | 2024 (low) | 2024 (high) | 2025 (low) | 2025 (high) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target >= | 34.00% | 39.00% | 34.00% | 39.00% | 34.00% | 39.00% | 34.00% | 39.00% | 34.00% | 39.00% |

FFY 2021 SPP/APR Data (15)

| **3.1(a) Number resolutions sessions resolved through settlement agreements** | **3.1 Number of resolutions sessions** | **FFY 2020 Data** | FFY 2021 Target  **(low)** | FFY 2021 Target  (high) | FFY 2021 Data | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 11 | 78 | 51.85% | 34.00% | 39.00% | 14.10% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

* This particular reporting year involved approximately 30 filings by one individual that did not resolve at the resolution period. In addition, there were a number of filings in this year against the SEA for which resolution meetings were held but no resolution was reached and was dismissed shortly thereafter. Considering these data, the remaining figures are consistent with data collected across prior years.

#### Provide additional information about this indicator (optional)

* Pursuant to a CAP from OSEP, due process procedures were updated in September 2020 to reflect that hearing officers must require parties to confirm when a resolution meeting occurs so that it may be documented on the record, with copy to VDOE. Hearing officers are required to delineate the end of the 30-day resolution period, any adjustments to the 30-day period, and the first day of the 45-day period on the record, with copy to VDOE. Fully adjudicated decisions are required to include a procedural history section that includes all relevant timeline information, including whether and when a resolution meeting occurred. Hearing officers are required to provide VDOE with a case closure report that outlines case timelines, including but not limited to resolution meeting and resolution period information, and any continuances or extensions of any period. The VDOE prepared a sample closure report for hearing officers to be attached to VDOE’s guidance document for hearing officers. For expedited cases, hearing officers must outline the case timeline and decision due date in a Pre-Hearing Report or Order, with copy to VDOE; the report should include the hearing officer’s factual findings regarding which days are “school days” for purposes of calculating expedited timelines (this determination is often relevant during the summer and when holidays fall during the relevant period).

The VDOE updated its hearing officer guidance document with emphasis on documenting adjustments to the 30-day resolution period and 45-day period in non-expedited cases, on documenting when and whether a resolution meeting occurred, and on clearly documenting how the expedited timeline was calculated,including documenting days determined to be “school days”.

The VDOE is also tracking, inter alia, the resolution meeting due date (7 days in expedited cases, 15 days in non-expedited cases); original resolution period end date (15 days in expedited cases, 30 days in non-expedited cases); adjusted end of resolution period (if applicable); first day of 45-day period (adjusted as necessary); resolution meeting held (yes or no); date of resolution meeting; written agreement reached at resolution meeting (yes or no); resolution meeting timely (yes or no); and the original decision due date (45 days from end of final resolution period for non-expedited cases). For expedited cases, this will be case-specific and based on hearing officer orders calculating filing date, school days, hearing date, and decision date; continued decision due date (non-expedited cases in which a continuance to the 45-day period was granted); date final decision issued; whether the final decision was within the original timeline; and whether the final decision was within the extended timeline (there are no continuances in expedited cases).

### 15 - Prior FFY Required Actions

* None

### 15 - OSEP Response

### 15 - Required Actions

## Indicator 16: Mediation

### Instructions and Measurement

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (E*MAPS*)).

#### Measurement

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1) times 100.

#### Instructions

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of resolution mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

### 16 - Indicator Data

**Select yes to use target ranges**

* Target Range is used

Prepopulated Data (16)

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/02/2022 | 2.1 Mediations held | 94 |
| SY 2021-22 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/02/2022 | 2.1.a.i Mediations agreements related to due process complaints | 12 |
| SY 2021-22 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/02/2022 | 2.1.b.i Mediations agreements not related to due process complaints | 41 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

* No

#### Targets: Description of Stakeholder Input

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

Participants in mediation are always provided with evaluations to complete and forward to the VDOE staff. Staff review the evaluations and addresses concerns. The VDOE considers changes in targets, policies, and practices based on the evaluations received. The comments, written and verbal, may be used by VDOE staff with the mediators and takes input from a variety of sources to determine where additional mediator training may be helpful. Presenting at parent and educator conferences provides another means of stakeholders expressing their experiences with the [mediation process](https://www.doe.virginia.gov/?navid=650).

https://www.doe.virginia.gov/programs-services/special-education/resolving-disputes/special-education-mediation

Historical Data (16)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 75.00% |

Historical Data (FFY) (16)

| **FFY** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Target >= | 76.00% - 80.00% | 76.00% - 80.00% | 76.00% - 80.00% | 76.00%-80.00% | 76.00%-80.00% |
| Data | 76.15% | 77.01% | 71.03% | 75.34% | 73.97% |

Targets (16)

| **FFY** | 2021 (low) | 2021 (high) | 2022 (low) | 2022 (high) | 2023 (low) | 2023 (high) | 2024 (low) | 2024 (high) | 2025 (low) | 2025 (high) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Target >= | 76.00% | 80.00% | 76.00% | 80.00% | 76.00% | 80.00% | 76.00% | 80.00% | 76.00% | 80.00% |

FFY 2021 SPP/APR Data (16)

| **2.1.a.i Mediation agreements related to due process complaints** | **2.1.b.i Mediation agreements not related to due process complaints** | **2.1 Number of mediations held** | **FFY 2020 Data** | **FFY 2021 Target (low)** | **FFY 2021 Target (high)** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12 | 41 | 94 | 73.97% | 76.00% | 80.00% | 56.38% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

* The VDOE cites the reason for the slippage as threefold: 1) the parties involved are finding it more challenging to reach consensus due to the novel ideas being presented in response to the new, unique, and challenging issues in mediation resulting from the COVID-19 pandemic, virtual learning, and the return to school; 2) the virtual nature of mediations may be impacting the success of allowing the parties to reach consensus; and 3) the VDOE has increased use of Facilitated IEPs. Many disputes that otherwise would have gone through mediation and reached settlement are instead choosing to go to Facilitated IEP. This results in more of the higher conflict cases continuing on to mediation, which are less likely to reach resolution.

#### Provide additional information about this indicator (optional)

### 16 - Prior FFY Required Actions

* None

### 16 - OSEP Response

### 16 - Required Actions

## Indicator 17: State Systemic Improvement Plan

### Instructions and Measurement

**Monitoring Priority:** General Supervision

The State’s SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

#### Measurement

The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

#### Instructions

**Baseline Data*:*** The State must provide baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Children with Disabilities.

**Targets*:*** In its FFY 2021 SPP/APR, due February 1, 2023, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2021 through FFY 2025. The State’s FFY 2025 target must demonstrate improvement over the State’s baseline data.

**Updated Data:** In its FFYs 2021 through FFY 2025 SPPs/APRs, due February 1, 2023, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Children with Disabilities. In its FFYs 2021 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

**Overview of the Three Phases of the SSIP**

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State’s targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

**Phase I: Analysis:**

* Data Analysis;
* Analysis of State Infrastructure to Support Improvement and Build Capacity;
* State-identified Measurable Result(s) for Children with Disabilities;
* Selection of Coherent Improvement Strategies; and
* Theory of Action.

***Phase II: Plan*** (which, is in addition to the Phase I content (including any updates) outlined above:

* Infrastructure Development;
* Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
* Evaluation.

***Phase III: Implementation and Evaluation*** (which, is in addition to the Phase I and Phase II content (including any updates) outlined above:

* Results of Ongoing Evaluation and Revisions to the SSIP.

**Specific Content of Each Phase of the SSIP**

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

***Phase III: Implementation and Evaluation***

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

1. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2021 through 2025 SPP/APR, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

1. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, e.g., a logic model, of the principal activities, measures and outcomes that were implemented since the State’s last SSIP submission (i.e., Feb 2022). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2021 APR, report on anticipated outcomes to be obtained during FFY 2022, i.e., July 1, 2022-June 30, 2023for the FFY 2021 APR, report on anticipated outcomes to be obtained during FFY 2022, i.e., July 1, 2022-June 30, 2023).).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (i.e., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (i.e., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

1. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2021 APR, report on activities it intends to implement in FFY 2022, i.e., July 1, 2022-June 30, 2023for the FFY 2021 APR, report on activities it intends to implement in FFY 2022, i.e., July 1, 2022-June 30, 2023)) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

### 17 - Indicator Data

#### Section A: Data Analysis

**What is the State-identified Measurable Result (SiMR)?**

* Virginia will focus on improving the graduation rate for students with disabilities identified with specific learning disabilities (SLD), other health impairment (OHI), emotional disability (ED), and/or intellectual disability (ID) by reducing the non-graduating rate with a regular high school diploma by ten percent from the previous year.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

* No

**Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)**

* Yes

**Provide a description of the subset of the population from the indicator.**

* The data is extracted as a subset from Virginia’s End-of-Year and Summer Student Record Collection (SRC). It is an annual graduation rate of students with disabilities graduating within the year. The data extracted from school districts are compiled into a statewide number of students with disabilities identified with an ED, ID, OHI, or a SLD projected to receive a regular high school diploma (numerator). That number is divided by all exiters with the above listed primary disabilities that left school with a state-defined diploma or certificate (denominator) to generate a statewide rate of graduation for students identified with a primary disability of ED, ID, OHI, or SLD who receive a regular high school diploma.

**Is the State’s theory of action new or revised since the previous submission? (yes/no)**

* No

**Please provide a link to the current theory of action.**

* https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics/special-education-performance-report-2019-2020 (scroll to [2019-2020 State Performance Report](https://www.doe.virginia.gov/?navid=659)) - SSIP Page 8; Appendix A
* Current Theory of Action

The VDOE continues to utilize the Theory of Action to the State Systemic Improvement Plan (SSIP) as a conceptual approach to realizing Virginia’s SiMR of an increased graduation rate for students with disabilities with a standard or advanced studies diploma. The Theory of Action guides or frames behaviors within each layer of a cascading model of prevention and intervention supports in order to ensure long-term positive outcomes for greater numbers of students with disabilities within the State. A cascading model of supports is defined as a statewide system for effectively and efficiently promoting the application of data collection and analysis strategies, evidence-based practices (EBPs), and key systems to sustain change based on implementation science. In this model, the State provides key resources to school districts. The districts utilize these resources in ways that are contextually appropriate in order for teachers to apply new instructional habits for improved outcomes for students with disabilities. Across the VDOE, there has been much agreement or alignment on the outcomes of each layer of this cascade (provide, utilize, apply, and improve). A significant milestone for this year is the initial implementation of a cascading system aligned in process within each layer as well as through the cascade. While outcomes have been aligned, the “how” and “what” of accomplishing each outcome varied widely resulting in limited or inconsistent results for students with disabilities.

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages)*.***

**Select yes if the State uses two targets for measurement. (yes/no)**

* No

Historical Data (17)

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2013 | 54.90% |

Targets (17)

| **FFY** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- |
| Target>= | 79.51% | 81.56% | 83.40% | 85.06% | 86.55% |

FFY 2021 SPP/APR Data (17)

| **Total Federal Graduation Indicator in ED, ID OHI, SLD** | **Total Exiters in ED, ID, OHI, SLD with a State Defined Diploma or Certificate** | **FFY 2020 Data** | **FFY 2021 Target** | **FFY 2021 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 7,554 | 9,279 | 79.94% | 79.51% | 81.41% | Met target | No Slippage |

**Provide the data source for the FFY 2021 data.**

* The data is extracted as a subset from Virginia’s End-of-Year and Summer Student Record Collection (SRC). It is an annual graduation rate of students with disabilities graduating within the year.

**Please describe how data are collected and analyzed for the SiMR**.

* As described above, The data is extracted as a subset from Virginia’s End-of-Year and Summer Student Record Collection (SRC). It is an annual graduation rate of students with disabilities graduating within the year. The data extracted from school districts are compiled into a statewide number of students with disabilities identified with an emotional disability (ED), intellectual disability (ID), other health impairment (OHI), or a specific learning disability (SLD) projected to receive a regular high school diploma (numerator). That number is divided by all exiters with the above listed primary disabilities that left school with a state-defined diploma or certificate (denominator) to generate a statewide rate of graduation for students identified with a primary disability of ED, ID, OHI, or SLD who receive a regular high school diploma.

**Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* that demonstrates progress toward the SiMR? (yes/no)**

* Yes

**Describe any additional data collected by the State to assess progress toward the SiMR.**

* The VDOE continues to utilize the Theory of Action to the SSIP as a conceptual approach to realizing Virginia’s SiMR of an increased graduation rate for students with disabilities with a standard or advanced studies diploma. The Theory of Action is guided by priority outcomes reached by stakeholder consensus using key data points. To assess these priority outcomes, the VDOE collects the percentage of students with disabilities that pass the eighth-grade English reading and math SOL assessments, the number of disciplinary actions (i.e., office discipline referrals, in-school suspensions, out-of-school suspensions) for students with disabilities, and the number of students with disabilities who miss more than ten days of instruction in a school year.

Specifically, the academic goal, set by VDOE stakeholders as a priority outcome, is to increase the number of students with disabilities who pass the eighth-grade English reading and math SOL assessments. These goals are based on the data that indicate students with ED, ID, OHI, or SLD who pass the eighth-grade English reading and/or math SOL assessments are more likely than their peers to graduate with a standard or advanced studies diploma. The academic goals are to: 1) increase the percentage of students with disabilities that pass the eighth-grade English reading SOL assessment; 2) increase the percentage of students with disabilities that pass the eighth-grade math SOL assessment; 3) increase the percentage of students with disabilities that pass either the eighth-grade English reading SOL or math SOL assessment; and 4) increase the percentage of students with disabilities that pass both eighth-grade English reading SOL and math SOL assessments.

The behavioral goal, set by VDOE stakeholders as a priority outcome, is to reduce the number of disciplinary actions for students with disabilities. This goal is based on the hypothesis that lower incidents of disciplinary actions for students with ED, ID, OHI, or SLD in a school year are likely to increase the rates of graduating with a standard or advanced studies diploma. The discipline goals are to: 1) reduce the average rate of office discipline referrals (ODRs) per ten students with disabilities; 2) reduce the average rate of in-school suspensions (ISSs) per ten students with disabilities; and 3) reduce the average rate of out-of-school suspensions (OSSs) per ten students with disabilities.

The attendance goal, set by VDOE stakeholders as a priority outcome, is to reduce the number of students with disabilities who miss more than ten days of instruction in a school year. This goal is based on the hypothesis that students with ED, ID, OHI, or SLD that miss less than ten days of school in a school year are more likely to graduate with a standard or advanced studies diploma.

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

* Yes

**Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.**

* Although exacerbated by COVID-19, some districts and schools experienced typical obstacles with monitoring data including personnel turnover and transitions to different systems for tracking academic and discipline data. Districts and schools handled these obstacles internally, collaborating with VTSS for support and/or extensions as they worked to enter data into the VTSS Data Collection System.

During the 2021-2022 academic year, districts and schools experienced high turnover rates. Turnover possibly impacted data completeness, validity, and reliability by putting stress on district and school resources and having people naive to data collection processes/procedures being at least partially responsible in data collection/submission in the classroom, school, and/or district levels. Steps addressing data quality concerns included extensions in data submission timelines, providing additional support to help facilitate data submission, and allowing some data submissions by email after the VTSS data collection portal had transitioned to the next data collection period. Checks are done to assess possible inconsistencies. Schools and districts along with the VTSS Systems Coaches who support them are made aware of data quality concerns and impact on analysis. When able, correct data are submitted.

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

* Yes

**If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State’s ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.**

* In the previous section, impact of high teacher-turnover rates on data completeness, validity, and reliability was discussed. COVID-19 has contributed to the high teacher turnover as current rates are higher than pre-pandemic rates. Teacher turnover impacts data completeness, validity, and reliability as new personnel may not be fully trained on data collection/submission processes and procedures. Steps to mitigate obstacles included extensions in data submission timelines, providing additional support to help facilitate data submission, and allowing some data submissions by email after the VTSS data collection portal had transitioned to the next data collection period. Checks are done to assess possible inconsistencies. Schools and districts along with the VTSS Systems Coaches who support them are made aware of data quality concerns and impact on analysis. When able, correct data are submitted.

#### Section B: Implementation, Analysis and Evaluation

**Please provide a link to the State’s current evaluation plan.**

* https://www.doe.virginia.gov/programs-services/special-education/reports-plans-statistics/special-education-performance-report-2019-2020 - (scroll to 2019-2020 State Performance Report) - SSIP Page 49
* Current Evaluation Plan

It was determined, through stakeholder input, to continue with the current evaluation activities for the year; including the use of multiple data sources and analyses that will allow the evaluation on progress made towards meeting the projected targets. State, district, and school data will be analyzed over time with comparisons made to their baseline measures to determine improvements. Using a discrepancy evaluation model will allow participating districts and schools to develop individualized goals and determine the degree to which they were accomplished.

Evaluation activities include professional learning event evaluations, implementation measures, and student outcomes (academic, discipline, attendance, and graduation). Professional learning evaluation data will be collected from attendees at the end of each training session. VTSS collects district and school data twice a year during Midyear and End-of-Year. Measures collected during Midyear are the DCA for districts and TFI for schools. Measures collected during End-of-Year are the Family Engagement Survey, Level of Satisfaction, and Value of Resources for districts and student enrollment and discipline (Office Discipline Referrals, In-School Suspensions, and Out-of-School Suspensions) for schools. Additionally, student behavioral and academic outcomes and school climate data will be collected at the end of each academic year by the state. Student behavioral and academic outcomes will be disaggregated by race/ethnicity and disability (SWD) to assess outcomes for high-need students.

Data will be analyzed and reports generated for state, district, and school leadership teams and VTSS Systems Coaches as part of the feedback loop. Outcomes will be evaluated to see if improvement/gains were made compared to baseline and longitudinally. Relative risks will be used to assess disparities for students with disabilities and ethnicity/race subgroups. Correlations will be used to determine if statistically significant relationships exist between student behavioral outcomes, student academic outcomes, school implementation fidelity, and school climate. Qualitative data such as training and technical assistance participant evaluations, coaching logs, focus group conversations, and social validity survey respondents will be examined to provide guidance in the refinement of the VTSS framework.

**Is the State’s evaluation plan new or revised since the previous submission? (yes/no)**

* No

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

* Virginia continued to emphasize the use of implementation science as outlined by the National Implementation Research Network (NIRN). To implement and sustain the long-term changes that will create the necessary context for eliminating achievement gaps in attendance, discipline, and academics for students with disabilities, as outlined in the SSIP, both (i) coherent improvement strategies and (ii) subsequent principal activities were implemented at the systems level. It is important to note that all infrastructure improvement strategies during this reporting period continue to be refined as VDOE staff members further learn the extent of the long-term impact from the pandemic. The coherent system’s improvement strategies are categorized into those made to the three drivers of change: Leadership, Organization, and Competency, as outlined by NIRN.

**Leadership Driver.** The VTSS SEA Lead resumed meetings with the VDOE Office of School Quality (OSQ) to maximize understanding of the processes and procedures from each department as well as establish a communication loop to promote consistency and align the work to benefit the district. In consideration of lessons learned from the pandemic, teaming structures continue to adapt to the changing context. For example, at the district and school levels, individuals with technology expertise remain as critical team members. Communication loops remained in place across districts, schools, and classroom teachers in order to maximize consistency in the delivery of appropriate learning strategies and competencies to address students’ unfinished learning. Additionally, at VTSS, an infrastructure was built for on-boarding new staff at both the TTACs as well as the VTSS-RIC to ensure consistency and communication between partners.

As improving literacy is a post-pandemic priority, the VDOE created a cross-disciplinary team (State Implementation Team) to address the implementation of best practices, beginning with extensive resource mapping. This team includes VTSS membership as well as district and school members working collaboratively with the VDOE.

**Competency Driver.** As mentioned, lessons learned from the pandemic indicated a need for a hybrid training model and the adaptations made in the last reporting period remain in place. A Training Team was assembled to examine existing data sources to plan for upcoming trainings based on district needs and hot topics. Trainings were scheduled to provide a variety of times given the lack of substitutes, teacher attrition, retention, and absenteeism.

Coaching practices have also re-shifted from a virtual format to a hybrid format. This shift accommodates both the in-person meetings held by districts while also reducing travel time for state support staff. Post pandemic restructuring has required both “re-boots” in districts as well as a statewide emphasis on the core features of multi-tiered systems to address the needs of ALL students. Further, the development of knowledge and skills pertaining to systems of coaching has been an emphasis in VTSS due to capacity data from the DCA indicating an overall weakness across districts. As indicated in a cascading model of support, statewide coaches are writing Coaching Service Delivery Plans (CSDPs) that they will refine internally and then share with districts and schools. These CSDPs reflect the core features of VTSS and internal training sessions were completed to ensure consistency and fidelity across statewide coaches. Additionally, the CSDPs were modified to include these core features as the pandemic brought forth gaps in implementation in these key areas.

**Organizational Driver.** The VDOE received a Personnel Development Grant (PDG) in 2021, a fully funded proposal for five years (2026). The PDG (H325P210003) supports special education teacher recruitment and retention through the application of tiered systems work. This approach leverages core components of multi-tiered system of support (MTSS) to assist staff in a highly innovative way. The VDOE recognizes the benefits of approaching problems of practice through a systems lens in order to create alignment and sustainability.

The VDOE is working with NIRN and State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) through a State Management Team to: 1) integrate the systems and processes of Special Education (VDOE Department of Special Education and Student Services, SEIS, SEPI, and Learning and Innovation inclusive of the VTSS framework) and OSQ for a more effective, efficient and sustainable system of support for our districts and schools; 2) develop a model of cross agency collaboration to be adopted as the “way of work” of the VDOE; and 3) develop the capacity of school districts to work within a framework (inclusive of selection, implementation and accountability and sustainability) in order to improve literacy outcomes.

The VDOE has partnered with selected districts to aid in the development of a uniform data platform as an aid to decision support systems. The VTSS has assembled a team of national leaders that are in the process of revising the data-informed, decision-making process that will enhance the use of both root cause analysis and cycles of inquiry.

Policies pertaining to student behavior were clarified and updated as students returned to the classroom, and there was need for uniform data collection. These guidelines were reflected in the Student Behavior and Response policy manual.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

* The most significant milestone achieved in FFY 2021 was the continued alignment of the VTSS to the State’s SiMR and Theory of Action while responding to the COVID-19 pandemic. Coherent improvement strategies categorized into the three drivers of change: Leadership, Organization, and Competency are outlined in all phases of the SSIP. Implementing VTSS requires systemic change and infrastructure improvement at the district, school, and classroom levels. Within VTSS, evidence-based, system-wide practices give educators the tools they need to address the academic, behavioral, and social-emotional needs of all students. Implementation of these practices include frequent progress monitoring that enables educators to make sound, data-based instructional decisions.

Building the VTSS framework is a complex and iterative process that includes the following: stakeholders are identified and consistently included in planning as partners; existing practices and instructional resources are studied, aligned, and organized for efficient delivery; gaps are identified and matched to evidence-based solutions; student progress is frequently and consistently monitored; relevant and actionable data are collected in ways that are readily accessible for decision-making; teams are established to analyze data and make decisions; and, ultimately, all students and adults are integral and valued contributors in a system that is responsive to their needs and seeks to ensure their success. This process requires extensive collaborative dialogue, ongoing and embedded professional learning, effective problem solving, and compromise. The technical assistance and professional development is designed to address the three areas identified in the Theory of Action and meet the short-term and long-term SSIP/SiMR objectives that were set in Phase I and Phase II. These areas include: graduation with standard and advanced studies diplomas, academic supports, behavior supports, and effective inclusive practices.

The VDOE uses the DCA to assess the capacity of districts to assist schools in implementing VTSS and measure systems change over time. The capacity of a district to facilitate building-level implementation refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain VTSS. A DCA score of 60 percent or above is identified as the acquisition of district capacity. A DCA score of 80 percent or above is identified as fluency in district capacity. Version 7.7 of the DCA was published in October 2019.

Specifically, the purposes of the DCA are to: (i) provide a District Implementation Team (DIT) with a structured process for the development of a District Capacity Action Plan; (ii) provide a DIT with information to monitor progress towards district, regional, and state capacity-building goals; (iii) support a common infrastructure for the implementation of VTSS to achieve desired outcomes for students; (iv) serve as a venue to orient new DIT members to strengths and needs of the district; and (v) provide district, regional, and state leadership with a consistent measure of capacity for implementation and sustainment for VTSS in districts. A copy of the DCA and supplemental documents can be viewed on the [VTSS-RIC website](https://vtss-ric.vcu.edu/) (https://vtss-ric.vcu.edu/). Citation: Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill.

For the 2021-2022 academic year, the average DCA score for VTSS Cohort 1-2 districts was 77 percent, which is a three percent increase from the previous academic year. On average, VTSS Cohort 1-2 districts have acquired the capacity to support building-level implementation of VTSS. Specifically, ten VTSS 1-2 Cohort districts have DCA scores above 60 percent indicating the acquisition of the capacity to support building-level implementation. Of these ten districts, seven districts (two more than the previous academic year) have DCA scores above 80 percent indicating fluency in district capacity. These DCA scores support the district’s capacity to sustain and scale-up systems improvement strategies categorized into the three drivers of change: Leadership, Organization, and Competency. The average Leadership Driver score was 89 percent (fluency). The Competency Driver is assessed by four subscales: Fidelity, Selection, Training, and Coaching, with averages of 91 percent (fluency), 80 percent (fluency), 68 percent (acquisition), and 58 percent, respectively. The Organizational Driver is assessed by three subscales: Decision Support Data Systems, Facilitative Administration, and Systems Intervention, with averages of 84 percent (fluency), 64 percent (acquisition), and 72 percent (acquisition), respectively.

The VDOE uses the TFI to assess school-level implementation of VTSS. The TFI is divided into three sections (Tier 1: Universal Features; Tier 2: Targeted Features; and Tier 3: Intensive Features) that can be used separately or in combination to assess the extent that core features of VTSS are in place. For the 2021-2022 academic year, the average Tier 1 TFI score for VTSS Cohort 1-2 schools was 76 percent indicating that, on average, schools are implementing Tier 1 with fidelity. Advanced Tiers scores indicate continued district support and professional development is needed to enable schools to reach fidelity.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

* No

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

* Virginia will continue infrastructure improvement through the use of implementation science as outlined by the NIRN. The Theory of Action will guide improvement through our Cascading Model, beginning with the macrocosm of the State to the microcosm of the classroom. Improvement will continue to be guided by the Leadership, Organization, and Competency Drivers that foster change processes across the cascaded model.

The Leadership Driver refers to the transformational leadership structures and activities that move an entrenched system through meaningful improvement. The primary leadership improvement strategy for the coming year will occur at the state level in order to support implementation and evolve the project. Teaming structures and leadership approaches will be reviewed and enhanced to match the growing needs of this work, such as enhancing bi-directional communication by creating a more structured feedback loop throughout the implementation cascade. Purpose, function, and communication loops will be reenvisioned with each team and will continue to include a diverse representation of stakeholders.

Current state teams include a Virginia Tiered Systems of Supports State Leadership Team (VTSS-SLT) that provides leadership, guidance, visibility, training, coaching, evaluation, and political support in the State. The VTSS Implementation Team is the core group of Systems Coaches across the State who provide technical assistance and coaching to districts and schools at the local and regional levels. The VTSS Project Management Team (VTSS-PMT) monitors, reviews, and provides oversight of specific project objectives, coordinate training and coaching activities, and report/propose implementation processes to the VTSS-SLT. Next steps include VTSS workgroups and teams restructuring to leverage coaches’ expertise as well as skill development to better support VTSS. This infrastructure change will allow for clear lines of communication and alignment within the project. Work for VTSS workgroups and teams include defining norms, defining team members’ roles/responsibilities, and to work on their charges. Charges include ensuring VDOE staff members have current research across domains as well as revising and aligning professional development within, across, and to our constituents. Additional next steps are to continue work with SISEP to remove silos within the agency. This work is led by the SISEP State Management Team (SISEP-SMT). The team consists of leaders in the VDOE Department of Special Education and Student Services, OSQ, and Office of Humanities, and coach/facilitators from SISEP. These changes to state leadership structures will continue to streamline processes and communication for efficient and effective decision-making.

The Organizational Driver emphasizes internal and external processes and structures (e.g., alignment, leadership, policy, funding, removal of barriers, identification of opportunities) and a data system for decision-making. The VTSS Implementation Team is continuing strategic planning to improve collaboration and cooperation, align interests, and accomplish shared goals within VTSS. The VTSS has defined the vision for the work and will continue with working around core design principles of 1-Shared Identity and Purpose, 3-Fair and Inclusive Decision-Making, and 6-Fast and Fair Conflict Resolution. Implementation activities will be guided by data-informed decision-making with an established process that examines varying data sources based upon the role of the enhanced state teaming structures. A benefit of the enhanced leadership teaming structure is facilitated by administration that will address current procedures for improved outcomes at the local level. This facilitated administration includes revising VTSS workgroups and teams for more cohesive membership and to take full advantage of the expertise of each coach. The outcome for this revision is a more streamlined process that will build greater capacity for service delivery.

Additionally, systems interventions will continue to expand with increased interagency partnerships. In addition to Formed Families Forward (FFF), VDOE is partnering with Collaborative for Academic, Social, and Emotional Learning (CASEL) on their recently developed social-emotional learning framework as well as Collaboration for Effective Educator Development, Accountability, and Reform to integrate High-Leverage Practices (HLPs) for students with disabilities. Collaboration between VTSS and the Department of Juvenile Justice will begin with the intent of improving behavioral outcomes for students by utilizing the VTSS framework.

To develop competency within a cascading model of supports (Competency Driver), attention must be paid to the manner in which new ways of work are taught and learned through the training and coaching of implementers who have been selected at each level. The Competency Driver focuses on four areas: Training, Selection, Coaching, and Fidelity.

**Training.** Professional development and technical assistance will continue to occur through three primary collaborative avenues: VDOE, VTSS-RIC, and regional TTACs. Given the trends in teacher retention and the onboarding of new instructional staff, districts need to both monitor existing data around the efficacy of the practices and continue to build systems around teacher support to maintain these competencies. The collaborative planning for high-quality pedagogy takes place at district-level meetings and training in the area of quality core instruction with representation from both general and special education. The next step is to provide a blended Community of Practice for networking among districts in the areas of family engagement and social-emotional learning. The expected outcome is a broader base of learning for both districts and VTSS Systems Coaches during cooperative learning.

An important milestone for next year are in-person networking events for district systems coaches and state systems coaches. Next steps are to develop a hybrid model for offering professional learning. The VTSS Training Team is using a data-informed, decision-making process to determine the calendar of and modes for training offerings. The new VTSS workgroup/team structure will ensure alignment/streamlining of content.

**Selection.** The new state leadership teaming structures will include a process for selecting team members with diverse representation of role, expertise, and location. Additionally, a process for onboarding new VTSS Systems Coaches will be developed and followed. Both mentors and mentees will follow a procedure for deepening knowledge and setting individual coaching goals and professional development plans through self-reflection.

**Coaching.** A milestone for this next year is the revamping of the VTSS Exploration and Installation process for new VTSS districts. Next steps include piloting this process and collecting data to refine the process. The anticipated outcome is increased readiness to begin implementation using more explicit data-informed decision-making processes and teaming structures. This readiness will lead to improved fidelity and capacity during the stages of implementation, offering a more strategic way in which to ensure the quality of coaching services. Additionally, the process for state-to-district coaching service delivery plans will be refined, strengthening the means for collaboration, problem-solving, and reflection that informs training improvements and organizational supports.

**Fidelity.** The VTSS will continue to use fidelity data and look for ways to improve upon how fidelity data are analyzed for informing both strengths and opportunities for improvement at not only the district and school levels but coaching practices as well.

**List the selected evidence-based practices implement in the reporting period:**

* The VDOE supports the alignment and integration of EBPs within the improvement strategies and principal activities as well as assisting districts and their schools to do the same. Improvement in graduation rates continues to require attention to the intersection of attendance, behavior, academics, and social-emotional wellness as well as tiered supports. The following EBPs in practice during the reporting period include:
* Behavior (developed within the framework of PBIS)
* Development of a behavior curriculum (schoolwide and classroom-wide expectations and behaviors)
* Explicit instruction of behaviors
* Classroom routines and procedures
* Systems of positive reinforcement
* Corrective feedback
* Check In-Check Out
* Diffusing disruptive behavior
* Functional behavior assessments and behavior intervention plans
* Integrated Tier 1 and Advanced Tiers
* Explicit instruction routines
* Increasing engagement through opportunities to respond
* Formative assessment
* Scaffolding
* Behavior-specific praise
* Feedback
* Strategic Instruction Model
* Fusion Reading
* Concrete-Representational-Abstract (CRA) math instruction
* Orton-Gillingham (OG) trainings
* Language Essentials for Teachers of Reading and Spelling
* Hands-on activities for Algebra I
* Science of Reading
* Engagement strategies
* Mental Wellness
* Trauma-sensitive practices

**Provide a summary of each evidence-based practices.**

* The VTSS provides explicit training and coaching through New Team Training (behavior) for school teams to implement a behavioral curriculum with selected EBPs that align with the VDOE Student Code of Conduct. The TFI is used as a roadmap for successful development of teams and systems for the use of EBPs within the framework. Both schoolwide and classwide positive expectations are defined according to the values of the school and explicitly taught through lesson plans crafted by the behavioral team and their coach. Within this structure, methods to support positive behavior through the use of routines, procedures, and corrective feedback are encouraged. Behaviors are defined and clarified so that there is an equitable process for managing behavior. Once a strong Tier 1 foundation is established (roughly determined by a score of 70 percent on Tier 1 of the TFI in addition to other indicators), the practice of Check In-Check Out is offered to students who have not responded to the Tier 1 supports. Through the use of customized intervention forms, students monitor their identified progress and receive feedback throughout the day from their teachers. For students experiencing more problematic behaviors, functional behavior assessments with ensuing plans are offered.
* Integrated Tier 1 and Advanced Tiers
* Explicit instruction routines
* Increasing engagement through opportunities to respond
* Formative assessment
* Scaffolding
* Behavior-specific praise
* Feedback
* Strategic Instruction Model
* Fusion Reading
* CRA math instruction
* OG trainings
* Language Essentials for Teachers of Reading and Spelling
* Hands-on activities for Algebra I
* Engagement strategies

The practices of explicit instruction, engagement, opportunities to respond, formative assessment, behavior-specific praise, and feedback have been widely recognized as high-impact and HLPs for all students, including students with disabilities and students impacted by trauma. Strategic Instruction Model, Fusion Reading, Language Essentials for Teachers of Reading and Spelling, and OG trainings embed the previously mentioned practices within a language-based, programmatic format. Similarly, CRA math instruction and hands-on activities for Algebra I apply these practices within math.

The VTSS project recognizes the need for strong Tier 2 and Tier 3 interventions that are systematically connected to core instruction and implemented with fidelity in both academics and behavior to close the achievement gap for struggling students (Fuchs, Fuchs & Compton, 2012). The EBPs listed above have adaptations that are within advanced tiers for increasing the level or intensity of the practice. For example, a well-designed Tier 2 intervention would include an increased number of opportunities to respond.

The Science of Reading refers to the pedagogy and practices proven by extensive research to effectively teach children how to read. The VDOE recommended policy changes to enact changes in the core curricula to improve literacy outcomes through professional learning at the district level.

Trauma-sensitive practices are emphasized within the trauma module series developed by VTSS. Within the learning modules, teams interact with content that is focused on strategies and classroom practices (academic, social-emotional learning, trauma-sensitive environments, regulation, cognitive problem solving, relationships, school-wide discipline, self-care) to help guide implementation.

Citation: Fuchs, D., Fuchs. L., & Compton, D. L. (2012). Smart RTI: A next-generation approach to multilevel prevention. Exceptional Children, 73, 263-279.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.**

* The Cascading Model outlines the structure by which outcomes are improved for children and families. Collaboration with national centers such as the NIRN; PBIS; and CASEL make visible the research and guidance utilized by states, districts, and schools and provide “roadmaps” for support. The VDOE then applies this knowledge not only by gaining political support but also through the use of a state leadership team that is responsible for both horizontal alignment across the agency as well as vertical support to regions, districts, and schools. Both state and regional support are provided through the VTSS-RIC and VDOE TTACs that are funded for more granular support through training and coaching. These statewide coaches work directly with districts and schools to build competencies to implement and monitor the “way of work” as outlined by both the national centers and the VDOE; subsequently, support is provided to students and families by the districts.

The selected EBPs that are coached need to be a usable innovation in order to impact the SiMR. As defined by NIRN, criteria for a usable innovation include clear description, essential functions, operational definitions of the functions, and a practical way to assess the performance of the practitioner. A process utilized by VTSS was the use of the Hexagon Tool (as provided by NIRN) and/or the Evidence Based Practice Selection Tool (as provided by VTSS) emphasizing the use of a selection tool, either during adoption or to review existing practices. Statewide coaches encouraged teams to make intentional choices as they received additional funding to address the impact of the pandemic. Other procedures at both the district and school levels are the reinforcement of the use of a variety of resource maps, assessment maps, and/or defining of tiers and initiatives. This type of mapping provides clarity around the innovation as well as the data and systems for support. When practices are introduced in VTSS training, the practices are accompanied by an understanding of the research and value of the practice as well as the “looks like, sounds like” method for delivery (operational definition).

The TFI and VTSS Academic-Tiered Fidelity Inventory TFI (A-TFI) measure the core features (teaming, implementation, and evaluation) of implementing tiered systems of supports for behavior and academics at the school level. Fidelity assessments are essential for analyzing and interpreting outcomes. Without fidelity, it is not certain that each practice or innovation was used as intended, that outcomes can be attributed to the use of the practice/innovation, or know where to improve. Fidelity assessments also are a reflection of how well the drivers of Competency, Organization, and Leadership are working to support districts and teachers in the usable innovations.

At Tier 1, Feature 1.4, of both inventories address teaching expectations, strategic selection of practices, and lesson design. Both behavioral and academic competencies are specifically planned, taught, and measured. Lesson design ensures criteria for success and task analysis of skills that impacts outcomes not only for general education students but also students with disabilities. Feature 1.8 emphasizes the quality core instruction of practices such as routines and procedures, feedback, explicit instruction, and scaffolding. Walkthrough data is stated as evidence of fidelity. Item 1.9 describes the positive feedback and acknowledgement delivered by staff as well as student involvement in their own learning goals and metacognitive reflection on learning.

The TFI and A-TFI are similarly used to measure the fidelity of Advanced Tiers. The level of use at Advanced Tiers indicates the degree to which resources are allocated across the continuum. This resource allocation and the need for increased support for some students impacts the SiMR goal by ensuring that all students, including those with disabilities, have the necessary supports to achieve the competencies for graduation.

The partnership with FFF and VTSS resulted in the development of additional videos and enhanced trainings to support families in their understanding of MTSS and EBPs. This school-family connection leads to further engagement and student success. Further, work in Early Childhood pilots brings these practices to the Pre-K population as a means to integrate and improve vertical alignment.

The use of evidence-based practices that are supported by effective responses have been described as “protective factors” for students. Examples of protective factors are early intervention, academic competencies, interpersonal skills, and self-management skills, which are all integrated into the above-mentioned practices. Examples of effective responses that transpire across the cascade mentioned earlier are tiered systems of support, coaching and professional development, prevention-based behavioral sciences, and high-fidelity implementation. Hence, the SiMR is impacted not only by effective practices but the procedures in place that foster an effective response to those at risk for graduation.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

* Congruent with the SSIP, VTSS builds the capacity of the VDOE to implement systems change at the SEA, district, and school levels. The VTSS project promotes a positive and restorative approach to student behavior and school climate and increased academic performance. The VTSS provides an aligned, contextualized support for the SSIP and sustainable improvements in outcomes for students with disabilities in Virginia by increasing the capacity of districts to employ effective and efficient strategies for academic achievement, reducing the number of discipline infractions, and addressing chronic absenteeism in order to improve graduation rates for students with disabilities, as measured by the SiMR.

To assess the effectiveness of the implementation plan, data are collected, analyzed, and reported back to participants (state, district, and school leadership teams) in order to monitor, refine, and improve the processes and outcomes necessary to address emerging needs or challenges associated with project implementation. Districts and schools participating in VTSS submit data on fidelity of implementation (e.g., District Capacity Assessment (DCA) for capacity of districts to support VTSS, TFI for school fidelity) during Midyear data collection period.

The DCA measures the capacity of a district to facilitate in building-level implementation including the systems, activities, and resources that are necessary for schools to successfully adopt and to sustain VTSS. The specific purposes of the DCA are to (i) provide a District Implementation Team (DIT) with a structured process for the development of a DCA Plan; (ii) provide a DIT with information to monitor progress towards district, regional, and state capacity-building goals; (iii) support a common infrastructure for the implementation of Effective Innovations to achieve desired outcomes for students; (iv) serve as a venue to orient new DIT members to strengths and needs of the district; and (v) provide district, regional, and state leadership with a consistent measure of capacity for implementation and sustainment for Effective Innovations in districts. A DCA score of 60 percent or above is identified as the acquisition of district capacity, and a score of 80 percent or above is identified as fluency in district capacity.

The TFI provides valid, reliable, and efficient measures to the extent to which school personnel are applying the core features of Universal School-Wide Positive Behavioral Interventions and Supports (SWPBIS) Features across the three tiers. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features, Tier 2: Targeted SWPBIS Features, and Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent that core features of SWPBIS are in place. The purpose of the TFI is to provide one efficient, yet valid and reliable, instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used: (a) for an initial assessment to determine if a school is using (or needs) SWPBIS; (b) as a guide for implementation for Tier 1, Tier 2, and Tier 3 practices; (c) as an index of sustained SWPBIS implementation; or (d) as a metric for identifying schools for recognition within their state implementation efforts. A TFI score of 70 percent or above is identified as implementing SWPBIS at each tier and, overall, with fidelity.

Additionally, stakeholder input at the district and school levels regarding the effectiveness of VTSS are collected annually. District instruments include Family Engagement, LOS, and VOR surveys that are collected during End-of-Year. Annually, VTSS administers the VTSS Perceptions of Impact survey to measure the perceptions of school administrators and staff on VTSS implementation and its impact on student outcomes. Professional development evaluations assess the events for components of high-quality professional learning, session content, and opportunities for attendees to apply learning in their districts and schools. Event Log data are continuously collected to monitor ongoing professional learning and coaching supports provided to VTSS districts and schools. Data collected in the Event Log include the number of training and technical assistance events along with specific event targets including phase of implementation, essential components, and targeted behavior and academic outcomes. This allows VTSS to assess implementation fidelity and practice change.

Performance data on student academic and behavioral outcomes, including attendance and graduation rates, are collected to assess the impact of implementation fidelity and practice change on student outcomes. During the End-of-Year data collection period, VTSS collects school discipline data (office discipline referrals, in-school suspensions, and out-of-school suspensions), which are disaggregated by race/ethnicity and student disability type. Student outcome data are submitted to the State (e.g., student assessments, graduation numbers, attendance) at the end of each academic year. Data from these measures are collected annually when made available by the State.

Using a “discrepancy evaluation model” to assess the gap between “ideal” and “real” as the foundation for the evaluation procedures, both formative and summative data are collected and analyzed. The data, once collected, are analyzed at the state, district, and school levels and are shared with state, district, and school leadership teams as well as VTSS coaches to assure that districts and schools receive efficient and effective supports. Student academic and behavioral outcomes are disaggregated by race/ethnicity and student disability type to assess outcomes for high-need students. Data collected correlating fidelity with behavior and academic outcomes provide insight into the relationship between intervention fidelity and outcomes. Longitudinal data are used to document trends in the improvement of student outcomes and provide evidence as to the impact of the VTSS elements. Descriptive statistics are used in the analysis of survey data, including session evaluation data as well as surveys that seek to inform how elements of VTSS are being received and implemented in schools and districts. Qualitative data from professional development evaluations and event logs are examined to provide guidance in the refinement of the VTSS framework and implementation plan.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

* In the VTSS, districts and schools use a data-informed, decision-making process to select each EBP and determine its ongoing use. Specific data collected by each district and school varies based on the EBPs selected. School leadership teams, along with district team members who support them, build an integrated and aligned data system that allows “real time” access to data necessary for effective and efficient decision-making. Teams build routines to use data from existing systems as necessary for decision-making, including analyzing EBP implementation fidelity, root causes, and outcome data to evaluate implementation progress. When possible, district and school teams identify opportunities for enhancing the schoolwide system for aggregating data to inform instructional decisions.

Examples of behavior data that may be used by schools include office discipline referrals, suspensions, expulsions, attendance, nursing/counselor visits, minor incident reports, at-risk factors, and/or fidelity data. Examples of academic data that may be used by schools include universal screening data, benchmark data, common formative assessments (classroom performance), progress monitoring data, historical state assessment results (Virginia SOL), early warning systems, graduation data, and/or fidelity data. Examples of data to assess disproportionality that may be used by schools include disaggregated (by gender, race/ethnicity, socio-economic status, disability, and disability type) behavior and academic data; dropout rates; graduation rates and types of diplomas (standard versus advanced); enrollment in honors and advanced placement classes; and community data on poverty, unemployment, incarceration. Examples of school climate data that may be used by schools include student, parent, and staff climate surveys or focus groups, harassment/bullying, hot spots (environment), physical aggression/fighting, and attendance (staff and student). Additional data that may be used by schools include school climate; school safety; nurse/counselor visits; student engagement; information gathered from families; and community data (statistics on prevalence of mental illnesses and trends in the use of mental health services). Examples of attendance data that may be used by schools include average daily attendance, truancy, tardies, chronic absenteeism (excused or unexcused), suspensions, expulsions, dropout rates, and absences due to health. Examples of family engagement data that may be used by schools include participation in events/programs, participation in creation of learning/behavior expectations, attendance at leadership meetings representative of the school community, parent teacher conference attendance, data on frequency and attempts to reach out to families, and delivery of supplies and supports to meet basic family needs. Examples of community engagement data that may be used by schools include two-way communication with community partners; support (e.g., funds, products, time, mentorships); and collaboration with Tier 2 and 3 service providers.

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

* In addition to the current ongoing activities previously described, next steps will focus on expanding the three previously identified main areas: 1) deepening coaching practice, training, and knowledge specifically in implementation stages; 2) supporting districts to utilize the Implementation Drivers to support usable innovations; and 3) expanding the use of Advanced Tiers and HLPs through professional development around evidence-based practices and Comprehensive Coordinated Early Intervening Services (CCEIS).

Change is impossible to circumvent in the field of education; it is an inevitable component that requires complex skills and abilities to implement at a large scale. While the VTSS has used implementation stages since its inception, patterns are emerging, both qualitatively and quantitatively, that indicate there are clear gaps and/or inconsistencies in rates of improvement, implementation, and/or sustainable aspects required for systems change. A hybrid structure that moves coaching to a primary mode for conducting E&I activities, and training as a secondary function to support knowledge development and communities of networking and practice was developed. During the next reporting period, eight districts will pilot the revision of the Exploration process followed by Installation. This marks a difference in previously presented coaching and training during which Exploration and Installation were presented together in an all-cohorts format. The VTSS director and SEA lead will begin this process through individualized overviews and on-site visitation along with the assigned statewide systems coaches. The intended goal is that districts will be able to successfully build a solid data informed process to support ongoing professional learning and implementation of selected practices.

It is critical to continue to ensure that the transfer of this information generalizes at the local level. Improvement in the ability to utilize Implementation Drivers to support, implement, and evaluate usable innovations that will be replicable and sustainable over time is the next step in delivering support to the district coaches, coordinators, and leadership teams. The newly developed Coaching Team and Coaching Workgroup will revisit key topics in research pertaining to coaching. They will also revise the existing Systems Coaching 101 and Systems Coaching 102 trainings with emphasis on both coaching skills and MTSS content knowledge. The NIRN describes four key criteria for usable innovation implementation as follows: 1) a clear description of the innovation, 2) description of the features needed to define the innovation, 3) operational definitions of the critical aspects, and 4) assessment. Implementation Drivers (i.e., Fidelity, Coaching, Training, Selection) steer the use and improvement of usable innovations, thereby ensuring that the EBPs described are sustained within a multi-tiered system and ensure positive student outcomes.

Knowledge development of Advanced Tiers will occur at the systems coach level both in general content and coaching applications. As a cadre of VTSS trainers have been on-boarded, there is increased capacity to provide individualized support to both state and district coaches alike with the goal of increasing local capacity. The professional learning begins with an overview of all components with subsequent deeper learning into each area. Key components of Advanced Tiers have been organized in the following areas: teaming, screening and request for assistance, decision rules, continuum of support, alignment, progress monitoring, data-informed decision-making, and professional learning and coaching. Specific emphasis will be placed on using implementation stages through activities that build an infrastructure at the district and school levels to support Advanced Tier Systems, data, and practices that impact student outcomes for any instructional intervention.

Another next step is the continued integration of HLPs for inclusive classrooms into professional development and coaching in the areas of equity, instruction, social-emotional wellness, etc. For example, a consistent, organized, and respectful learning environment falls within the the category of social, emotional, and behavioral HLPs, and is taught and coached in professional learning in New Team Training for behavior, Effective Classroom Practices, and the newly developed trauma modules. Another example relates to the instructional HLP of “teaching cognitive and metacognitive strategies to support learning and independence”; this instructional practice is reflected in Feature 1.9 of the A-TFI (A-TFI: 1.9c Metacognitive Reflection on Learning) and resources provided in the A-TFI professional learning. As explicit connections are drawn to both HLPs for inclusive classrooms and the data, systems, and EBPs for all students, the criteria for usable innovations are met. In order to further develop systems competencies to support students, brief modules on the intent of the A-TFI features and how to score those features will be developed.

At the state level, coordination of services within the VDOE Department of Special Education and Student Services to meet the needs of districts identified for CCEIS will be aligned with implementation science as well as best practices at Advanced Tiers. Brief videos were developed for use with districts.

Collectively, the outcomes for these next steps align with the Theory of Action to improve and increase use of EBPs and HLPs in order to improve student outcomes.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

* Yes

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

* The SiMR data supports that SSIP has been an tremendous success. There has been sustained marked improvement from the baseline year (Phase I) that resulted in a 26.51 percent increase in the statewide rate of graduation for students identified with a primary disability of ED, ID, OHI, or SLD who received a regular high school diploma from 54.9 percent in FFY 2013 (baseline) to 81.41 percent in FFY 2021.

Based on stakeholders’ discussion, there is overwhelming agreement that Virginia should continue to implement the SSIP, without modification, and continue to coordinate and align efforts under a singular framework of multi-tiered systems of support that is grounded in implementation science and focused on capacity building using data-driven decision-making.

#### Section C: Stakeholder Engagement

**Description of Stakeholder Input**

* During the development of Virginia’s Federal Fiscal Year (FFY) 2021 Part B SPP/APR, multiple opportunities for stakeholder involvement were provided, including the following: presentations, meetings, focus groups, and conference calls. The focus of stakeholder involvement was to review and consider revising the FFY 2021–2025 targets, analyzing previous and current data, revising/developing improvement strategies, and evaluating progress. Stakeholders included the State Special Education Advisory Committee (SSEAC), parents, school district central office personnel, other state agencies, PEATC staff members, TTACs staff members, early childhood specialists, transition specialists, elementary and secondary principals, representatives of higher education, assessment specialists, VDOE staff members, and other community members as needed.

Staff members from the VDOE organized and led numerous stakeholder groups. The VDOE staff members served as indicator chairs by topical area with a focus on the data, targets, and recommendations related to their specific indicator. Additional staff members represented the broad spectrum of work done within the VDOE Department of Special Education and Student Services. Additionally, indicator chairs met regularly to gauge progress, share strategies, and suggestions. In some cases, surveys were administered to ensure all stakeholders have equal opportunity to be heard and have led to additional initiatives and resources.

**Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

* Stakeholders have input into how VTSS is implemented. Each VTSS activity is evaluated for components of high-quality professional learning, session content, and opportunities to apply learning in their districts and schools. Data are collected, analyzed, and reported back to participants (state, district, and school leadership teams) in order to monitor, refine, and improve the processes and outcomes necessary to address emerging needs or challenges associated with project implementation. Additionally, stakeholder input at the district and school levels regarding the effectiveness of VTSS are evaluated using multiple surveys (Family Engagement Survey, LOS, and VOR by districts), focus groups, VTSS Perceptions of Impact Survey completed by school staff, and professional development evaluations. Event Log data are used to monitor ongoing coaching support provided to VTSS districts and schools.

Our family partner to the VTSS project, FFF, works to engage local districts and schools as partners and collaborators. Recognizing the importance of building family engagement within a collaborative environment, FFF embraces an interactive approach that positions families, VTSS systems coaches, and district staff to work as partners, learning from each other as they consider the needs and experiences of families and communities. This collaboration is reflected in a series of training videos titled “Family Engagement in Virginia Tiered Systems of Supports,” produced by FFF. This series of videos features six key elements to engage families in VTSS. Designed for use by educators and families, the four videos highlight specific strategies for school teams to consider as they build momentum around family-school partnerships and strengthen skills to meaningfully engage families in multi-tiered systems.

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

* Yes

**Describe how the State addressed the concerns expressed by stakeholders.**

* Much of the discussion centered on the importance of continued alignment of the VTSS to the State’s SiMR and Theory of Action while responding to the ongoing COVID-19 pandemic. Implementing VTSS requires systemic change and infrastructure improvement at the district, school, and classroom levels. Within VTSS, evidence-based, system-wide practices give educators the tools they need to address the academic, behavioral, and social-emotional needs of all students especially during the ongoing pandemic. Implementation of these practices include frequent progress monitoring that enables educators to make sound, data-based instructional decisions. The VDOE also aligned funding priorities to the U.S. Department of Education’s COVID-19 Resources for Schools, Students and Families including the utilization of pandemic relief funds as a way to address concerns and leverage funding to implement evidence based practices and support innovative approaches within school districts across the State with a focus on student support.

#### Additional Implementation Activities

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

* The VDOE continues to utilize resources from the U.S. Department of Education, OSEP to support its efforts to focus on teacher recruitment and retention in the area of special education. For example, OSEP’s Attract, Prepare, and Retain Initiative not only addresses critical shortages but also the causative factors that have long plagued the professional pipeline of educators. The VDOE has used resources produced as a part of this initiative to engage with the field, and in the identification and confirmation of leverage points within the system to support strategic change and inform recruitment and retention efforts. The VDOE has disseminated these resources and utilized these strategies not only in demonstration grant programs, but also in supporting conversations between local school districts on creative and innovative programming to address critical shortage needs. In addition to the strategies that are currently being implemented, VDOE is working with the Advisory Committee for Recruitment and Retention for future implementation of additional strategies that have been highlighted by national organizations or have been proven successful in other states.

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

* Evaluation activities include event data (i.e., event description, attendees, post-event evaluations), implementation measures, and student outcomes (i.e., academic, discipline, attendance, graduation). Professional learning attendance collected for each day of an event and post-event evaluations completed by attendees will be collected following each training event. Event Log data are collected from VTSS Systems Coaches following each event/meeting with their districts and schools. The VTSS collects district and school data twice a year, during Midyear and End-of-Year. Midyear data collection period begins February 1, 2023, and will end March 31, 2023. Measures collected during Midyear are the DCA for districts and TFI for schools. The data collection period for the Perceptions of Impact begins on March 13, 2023, and will end on April 14, 2023. End-of-Year data collection period occurs from May 1, 2023, to July 14, 2023. Measures collected during End-of-Year are the Family Engagement Survey, LOS, and Value of Resources for districts and student enrollment and discipline (office discipline referrals, in-school suspensions, and out-of-school suspensions) for schools. Additionally, student behavioral, academic, and school climate data will be collected at the end of each academic year by the VDOE. Student behavioral and academic outcomes will be disaggregated by race/ethnicity and student disability type to assess outcomes for high-need students.

The data timeline and measures collected are to inform implementation and progress towards project targets set forth in the Theory of Action for the SSIP/SiMR. Anticipated outcomes from professional development and coaching events include improved district capacity to assist school-level implementation (measured by DCA), improved school-level implementation (measured by TFI), and improved knowledge and skills of evidence-based practices (measured by Perceptions of Impact). Following the Theory of Action, with the improved fidelity of implementation by district and school leadership teams and staff, the student academic, behavior, and attendance outcomes, including reduced disproportionality for students with disabilities, should improve. Specifically, the expected academic, behavior, and attendance outcomes targeted in the SSIP include improved percentage of students with disabilities graduating with standard or advanced diplomas, improved percentage of students with disabilities that pass the eighth-grade English reading and math Standards of Learning (SOL) assessments, decreased number of disciplinary actions (office discipline referrals, in-school suspensions, and out-of-school suspensions) for students with disabilities, and reduced number of students with disabilities who miss more than ten days of instruction in a school year.

**Describe any newly identified barriers and include steps to address these barriers.**

* Whereas students have returned to in-person learning, barriers related to and exacerbated by the COVID-19 pandemic persist. Districts and schools continue to experience personnel burnout and turnover, high rates of absenteeism and report that students remain absent for longer periods of time, and learning loss that has resulted in declined performance on state assessments.

Teacher burnout and turnover remains high, with limited numbers of substitutes available and credentialed teachers to fill the need. Virginia is addressing this barrier through collaboration between offices within the VDOE, VTSS, and districts/schools to allocate resources and provide supports as necessary. Additionally, the VDOE received a PDG in 2021, a fully funded proposal for five years (2026). The PDG (H325P210003) supports special education teacher recruitment and retention through the application of tiered systems work. This approach leverages core components of MTSS to assist staff in a highly innovative way. The VDOE recognizes the benefits of approaching problems of practice through a systems lens in order to create alignment and sustainability. Lessons learned from the piloting of this work can help with teacher retention in Virginia. The VTSS continues to offer tailored-to-need professional learning for individual districts by their Systems Coaches at convenient times in order to allow district and school staff to attend.

Virginia faces barriers of declined performance on state assessments and increased chronic absenteeism as the rest of the nation. To support districts and schools, the VTSS staff have been creating and delivering asynchronous and synchronous professional development to address this current reality. Seven strategies for schools to utilize are as follows: relationship building, lesson planning to focus on essential skills, formative assessment to identify skill deficits and provide flexible instruction, classwide intervention in numeracy and literacy, increased engagement (inclusive of peer learning, opportunities to respond, and student goal setting), more frequent progress monitoring at Tier 1, and promoting teacher agency (collective teacher efficacy). Further, practices to engage families continues to be offered as requested as a strategy to reduce absenteeism.

#### Provide additional information about this indicator (optional).

* The state has not changed its data source for the SiMR since the original baseline year (2013) was established. The data is extracted as a subset from Virginia’s End-of-Year and Summer Student Record Collection (SRC). It is an annual graduation rate of students with disabilities graduating within the year.

### 17 - Prior FFY Required Actions

* None

### 17 - OSEP Response

* The State reported it is not using a subset of the population from the indicator. However, the State's SiMR is specific to "students with disabilities identified with specific learning disabilities (SLD), other health impairment (OHI), emotional disability (ED), and/or intellectual disability (ID)" and the State also reported "The data is extracted as a subset". It is unclear whether the State's data represents a subset of the population. The State must clarify.

In its FFY 2020 and FFY 2021 SPP/APR submissions, the State reported, "The data is extracted as a subset from Virginia’s End-of-Year and Summer Student Record Collection (SRC). It is the same data source that populates EDFacts File Specs FS040 (DG306)-Graduates/Completers v16.0." However, in its FFY 2019 submission, the State reported the data "applied to the adjusted four-year federal graduation rate." It is unclear if the State reported data using a new data source with its FFY 2020 submission. The State must clarify whether it changed the data source and if so, what federal fiscal year that change took effect. Additionally, if the State has changed its data source, the State must revise the baseline year and data in the Historical Data table.

### 17 - Required Actions

## Certification

### Instructions

**Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.**

### Certify

**I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.**

### Select the certifier’s role:

Designated by the Chief State School Officer to certify

### Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

#### Name:

Samantha Marsh Hollins

#### Title:

Assistant Superintendent

#### Email:

[samantha.hollins@doe.virginia.gov](mailto:samantha.hollins@doe.virginia.gov)

#### Phone:

804-786-8079

#### Submitted on:

04/27/23 3:30:06 PM

1. The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row a for all the prefilled data in this indicator. [↑](#footnote-ref-2)