



APPLICATION DEADLINE: 5:00 P.M. March 1, 2001

**NOTE: YOU MAY COMPLETE THIS APPLICATION EITHER AS A  
CONTINUATION OF THE 1999-2000 SLIVER PROJECT, OR AS A  
NEW PROPOSAL**

**PART 1: Needs Assessment**

1. Indicate one or more State Improvement Plan (SIP) performance goals and indicators targeted for local improvement. Please note that some of the SIP performance goals quantify desired progress on a statewide basis. You may establish different benchmarks for your program based upon local need, and may set the scope of the project at any level (i.e., division-wide, single school program, single population, single classroom).
2. Describe the data used to determine the area(s) in need of improvement indicated in the above paragraph, and describe the factors that will be addressed in this project that are expected to influence the data. Include a description of the collaboration with parents, general education, and other existing programs as appropriate (Title 1, vocational education, early childhood, adult services, other agencies, etc.) used in identifying the priority need(s).

**PART 2: Goals, Objectives, Activities**

1. Develop local performance indicators and measurable objectives for the SIP performance indicator(s) selected through the needs assessment in PART 1, and complete a Goals, Objectives, Activities form (see next page) for each local performance indicator.
2. Describe the collaboration with parents, general education and other existing programs and funding sources as appropriate (i.e. Title 1, voc. ed., early childhood, adult services, other agencies, etc.) used to develop and implement the objectives and activities for the performance goals and indicators targeted for improvement in the project.



**PART 2 (cont'd): form for GOALS, OBJECTIVES, ACTIVITIES**

**STATE IMPROVEMENT PLAN PERFORMANCE GOAL** (from PART 1 needs assessment):

**STATE IMPROVEMENT PLAN PERFORMANCE INDICATOR** (from PART 1 needs assessment):

**LOCAL PERFORMANCE INDICATOR:**

**DATA USED FOR LOCAL PERFORMANCE INDICATOR:**

**OBJECTIVE** (desired change in the local performance indicator):

**ACTIVITY DESCRIPTION** (attach any additional activities for this objective on a separate sheet):

**COLLABORATIVE PARTNERS** (other education programs in your schools, parents, other agencies, etc.):

**ACTIVITY BUDGET** (amount and how funds will be used):

**PART 3: Evaluation**

Describe how and when progress toward achieving each of the project objectives will be measured and evaluated using the data sources identified in the previous sections. Use the EVALUATION REPORT form below. *Directions:* For each project objective, complete one form. Fill in the name of your school division or fiscal agent and the SIP Performance Goal, SIP Performance Indicator, Local Performance Indicator, Local Performance Indicator Baseline, and your Objective for 2000-2001. Then complete the form for planned *Target Customers, Resources, Activities, Results, How I will Measure my Results, Collaboration and Context, and Evaluation Use.*

School Division/SOP or Fiscal Agent: \_\_\_\_\_

SIP Performance Goal addressed: \_\_\_\_\_

SIP Performance Indicator addressed: \_\_\_\_\_

Local Performance Indicator: \_\_\_\_\_

Local Performance Indicator Baseline: \_\_\_\_\_

2000-2001 Objective (desired change in the local performance indicator): \_\_\_\_\_

**Target Customers(s)** (*describe the number and types of people (by job title) who you will target or attempt to change in order to achieve your objective*):

<p><b>Resources</b> <i>\$'s, staff, materials, and other essential resources used to operate the project.</i></p>	<p><b>Planned Activities</b> <i>What the project plans to do with resources to achieve its objective.</i></p>	<p><b>Planned Results</b> <i>Planned degree to which the objective will be achieved, i.e., target customer changes--attitudes, behavior, condition, skills, status.</i></p>	<p><b>How I Will Measure my Results</b> <i>When and how you will get Local Performance Indicator data and data to demonstrate target customer changes.</i></p>

**Collaboration and Context** (*describe planned collaboration with parents, general education and other existing programs and describe factors that might influence success positively or negatively*):

**Evaluation Use** *(describe how you will use evaluation results to improve or continue your program and with whom you will share evaluation results):*

**PART 4: Budget Summary**

1. Complete the enclosed Project Budget form, and the Proposed Capital Outlay Expenditures form (if applicable).

NOTE: Upon approval of the application, DOE will issue a grant award, and the grant will be managed using the Handbook of Procedures and Forms for Requesting Program Reimbursements under Improving America's Schools Act (IASA) and Special Education (IDEA).

VIRGINIA DEPARTMENT OF EDUCATION  
GRANTS ADMINISTRATION

**PROJECT BUDGET JE.016.1**

IDEA Local Improvement Grant (sliver)

LEA/SOP \_\_\_\_\_

BY EXPENDITURE ACCOUNTS	TOTAL AMOUNT
1. Personal Services (1000)	\$
2. Employee Benefits (2000)	
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
8. Parental Involvement (9000)	
TOTAL	\$

IN-KIND FUNDS (if applicable):

SOURCE OF FUNDS (identify programs)	AMOUNT
1.	\$
2.	
3.	
TOTAL	\$

**PROPOSED CAPITAL OUTLAY EXPENDITURES\***



VIRGINIA DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND STUDENT SERVICES  
2000-2001 Capacity Building (Sliver) Grant Allocations  
Award Period: January 1, 2001 to September 30, 2002  
(Federal CFDA #84.027A)

SCHOOL DIVISION/ SOP	NUMBER 12/1/99 PUPILS AT \$8.10543 PER PUPIL	2000-2001 ALLOCATION (\$14,500 MINIMUM >49 PUPILS) (\$4,000 MINIMUM <50 PUPILS)
ACCOMACK	604	\$14,500
ALBEMARLE	1,928	\$15,627
AMELIA	312	\$14,500
AMHERST	541	\$14,500
APPOMATTOX	312	\$14,500
ARLINGTON	3,106	\$25,175
AUGUSTA	1,507	\$14,500
BATH	131	\$14,500
BEDFORD	1,253	\$14,500
BLAND	161	\$14,500
BOTETOURT	845	\$14,500
BRUNSWICK	306	\$14,500
BUCHANAN	763	\$14,500
BUCKINGHAM	401	\$14,500
CAMPBELL	947	\$14,500
CAROLINE	420	\$14,500
CARROLL	853	\$14,500
CHARLES CITY	166	\$14,500
CHARLOTTE	311	\$14,500
CHESTERFIELD	7,661	\$62,096
CLARKE	225	\$14,500
CRAIG	107	\$14,500
CULPEPER	776	\$14,500
CUMBERLAND	209	\$14,500
DICKENSON	399	\$14,500
DINWIDDIE	541	\$14,500
ESSEX	316	\$14,500
FAIRFAX	21,079	\$170,854
FAUQUIER	1,462	\$14,500
FLOYD	340	\$14,500
FLUVANNA	450	\$14,500
FRANKLIN COUNTY	1,104	\$14,500
FREDERICK	1,420	\$14,500
GILES	315	\$14,500
GLOUCESTER	732	\$14,500
GOOCHLAND	327	\$14,500

GRAYSON	294	\$14,500
GREENE	557	\$14,500
GREENSVILLE	422	\$14,500
HALIFAX	1,212	\$14,500
HANOVER	2,039	\$16,527
HENRICO	5,364	\$43,478
HENRY	1,688	\$14,500
HIGHLAND	50	\$14,500
ISLE OF WIGHT	569	\$14,500
KING GEORGE	516	\$14,500
KING QUEEN	201	\$14,500
KING WILLIAM	354	\$14,500
LANCASTER	172	\$14,500
LEE	611	\$14,500
LOUDOUN	3,522	\$28,547
LOUISA	506	\$14,500
LUNENBURG	345	\$14,500
MADISON	334	\$14,500
MATHEWS	199	\$14,500
MECKLENBURG	679	\$14,500
MIDDLESEX	258	\$14,500
MONTGOMERY	1,249	\$14,500
NELSON	324	\$14,500
NEW KENT	456	\$14,500
NORTHAMPTON	234	\$14,500
NORTHUMBERLAND	181	\$14,500
NOTTOWAY	496	\$14,500
ORANGE	594	\$14,500
PAGE	412	\$14,500
PATRICK	412	\$14,500
PITTSYLVANIA	1,155	\$14,500
POWHATAN	532	\$14,500
PRINCE EDWARD	462	\$14,500
PRINCE GEORGE	584	\$14,500
PRINCE WILLIAM	6,492	\$52,620
PULASKI	821	\$14,500
RAPPAHANNOCK	178	\$14,500
RICHMOND COUNTY	110	\$14,500
ROANOKE COUNTY	2,377	\$19,267
ROCKBRIDGE	544	\$14,500
ROCKINGHAM	1,381	\$14,500
RUSSELL	653	\$14,500
SCOTT	617	\$14,500
SHENANDOAH	754	\$14,500
SMYTH	771	\$14,500
SOUTHAMPTON	416	\$14,500
SPOTSYLVANIA	2,625	\$21,277
STAFFORD	2,087	\$16,916
SURRY	178	\$14,500

SUSSEX	212	\$14,500
TAZEWELL	1,161	\$14,500
WARREN	653	\$14,500
WASHINGTON	876	\$14,500
WESTMORELAND	188	\$14,500
WISE	1,003	\$14,500
WYTHE	535	\$14,500
YORK	1,177	\$14,500
ALLEGHANY HIGHLANDS	448	\$14,500
ALEXANDRIA	1,892	\$15,335
BRISTOL	401	\$14,500
BUENA VISTA	177	\$14,500
CHARLOTTESVILLE	764	\$14,500
COLONIAL HEIGHTS	386	\$14,500
COVINGTON	178	\$14,500
DANVILLE	856	\$14,500
FALLS CHURCH	296	\$14,500
FREDERICKSBURG	326	\$14,500
GALAX	143	\$14,500
HAMPTON	2,689	\$21,796
HARRISONBURG	592	\$14,500
HOPEWELL	675	\$14,500
LYNCHBURG	1,374	\$14,500
MARTINSVILLE	444	\$14,500
NEWPORT NEWS	3,901	\$31,619
NORFOLK	4,723	\$38,282
NORTON	114	\$14,500
PETERSBURG	731	\$14,500
PORTSMOUTH	2,528	\$20,491
RADFORD	266	\$14,500
RICHMOND CITY	3,891	\$31,538
ROANOKE CITY	2,421	\$19,623
STAUNTON	474	\$14,500
SUFFOLK	1,461	\$14,500
VIRGINIA BEACH	9,841	\$79,766
WAYNESBORO	330	\$14,500
WILLIAMSBURG/JAMES CITY	858	\$14,500
WINCHESTER	663	\$14,500
FRANKLIN CITY	275	\$14,500
CHESAPEAKE	5,634	\$45,666
LEXINGTON	82	\$14,500
SALEM	521	\$14,500
POQUOSON	255	\$14,500
MANASSAS	808	\$14,500
MANASSAS PARK	301	\$14,500
COLONIAL BEACH	72	\$14,500
WEST POINT	108	\$14,500
VA SCHOOL-STAUNTON	138	\$14,500
VA SCHOOL-HAMPTON	84	\$14,500

MCV-VCU	4	\$4,000
UNIV. OF VA	0	\$4,000
DEPT. CORRECTIONAL ED.	610	\$14,500
CENTRAL STATE	3	\$4,000
EASTERN STATE	0	\$4,000
S. WESTERN STATE	11	\$4,000
WESTERN STATE	5	\$4,000
CENTRAL VA TR. CENTER	4	\$4,000
N. VA. TRAINING CENTER	5	\$4,000
S.SIDE VA TRAINING CENTER	6	\$4,000
WOODROW WILSON REHAB.	0	\$4,000
VA TREATMENT CENTER	38	\$4,000
S.EASTERN VA TR. CENTER	18	\$4,000
S.WESTERN VA TR. CENTER	14	\$4,000
DEJARNETTE	34	\$4,000
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STATE TOTAL	157,995	\$2,500,000

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**Virginia's State Improvement Plan  
for Special Education**

**Partners Achieving Success for Students (Project PASS)**

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**August 2000**

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**Virginia Department of Education  
Division of Instruction  
Office of Special Education and Student Services**

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## FOREWORD

The Virginia Department of Education has established a dynamic, strategically designed plan to enable children and youth with disabilities to meet performance goals. Under this plan, which is based on a variety of data, Virginia's leadership and technical assistance will focus on improving student learning. The plan has three strategic directions related to student achievement, personnel development, and parent/student involvement. Each strategic direction has indicators to measure performance toward achievement. The plan is grounded in the Virginia Board of Education's vision, mission, and goals. The three strategic directions are as follows:

### **Strategic Direction I: School Completion and Graduation**

To facilitate, in cooperation with local school divisions, an increase in the graduation rate of students with disabilities and school completion rate of students with disabilities in the context of higher academic expectations.

### **Strategic Direction II: Personnel Development**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with them.

### **Strategic Direction III: Parent and Student Involvement**

To improve meaningful parent and student involvement with special education services.

The Virginia Department of Education was one of 18 state education agencies whose grant to design and implement programs to achieve the goals specified by State Improvement Plan was funded by the United States Department of Education in 1999. The project, Partners Achieving Success for Students (Project PASS), will receive \$6 million in funding over a five-year period. In addition to implementing Project PASS, the Virginia Department of Education will focus on-going training and technical assistance on efforts to assist in meeting the goals of the State Improvement Plan.

Virginia also will report periodically on the state's progress toward meeting the goals under these three strategic directions. The State Improvement Plan reports are intended to provide parents, teachers, related services personnel, administrators in schools, faculty and administrators in higher education, and state and local policymakers with information regarding the state's progress on achieving the goals in the plan. The reports are intended to begin and sustain the momentum for other partners to achieve the goals to improve student learning leading to successful employed young adults. State-funded activities will design programs based on needs in relation to the strategic directions and performance goals for students, parents, and school personnel.

The Virginia Department of Education thanks the many people who provided comments and suggestions in developing the strategic directions, goals, and performance indicators. More than 100 persons, including parents, students who had received special education, public and private school administrators, teachers, related services personnel, early intervention staff, university faculty, state education agency staff, and other agency representatives assisted in this initiative. The participation received from these individuals has been invaluable in developing a vital plan for improving Virginia's special education programs and services.

More information about the State Improvement Plan, including copies of the reports, may be obtained from the Virginia Department of Education Web site <http://www.pen.k12.va.us> by calling the Office of Special Education and Student Services:

voice phone 804-225-2932

voice toll-free 800-422-2083

TDD toll-free 800-422-1098



## THE FRAMEWORK

The framework for Virginia's State Improvement Plan for Special Education was developed through extensive discussions with stakeholders. The various stakeholders included parents, students, administrators, and teachers, as well as representatives from the business community, university faculty, other state and local agencies, and advocacy agencies and groups. This plan is designed to help guide implementing programs for the education of Virginia's young citizens with disabilities for the five year period, 1999-2004. The plan is grounded in the Virginia Board of Education's vision, mission, and goals.

The **VISION** of the Board of Education and the Superintendent of Public Instruction is to ensure, through high academic standards and accountability, that an effective education program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The **MISSION** of the Board of Education and Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and achievement.

The **BELIEFS** of Virginia's State Improvement Plan Partners include:

- High expectations, program accountability, and program supports influence the ability of students with disabilities to demonstrate improved learning and achievement.
- Students with disabilities have the same rights and responsibilities as other students, including equal access to programs and activities.
- Families working as partners with educators and other service providers leads to more successful outcomes in the education of students with disabilities;
- Students with disabilities are entitled to a safe and supportive educational environment that is conducive to learning;
- Communities that value all individuals as productive contributors to that community create an environment of success for all students;
- A comprehensive system of interdisciplinary, research-based training for educators is essential to ensuring the availability of qualified, effective educators; and
- Equal opportunity and success require appropriate resources (human, material, technological) distributed in accordance with the varying needs of students.

The **Individuals with Disabilities Education Act (IDEA)** seeks to support education that leads to:

- An increasing number of young adults with disabilities attending post-secondary education.
- An increasing number of young adults with disabilities who find competitive employment at comparable rates to young adults without disabilities.
- An increasing number of young adults with disabilities who live independently as they enter adulthood.

The **PURPOSE** of Virginia's State Improvement Plan for Special Education is to improve and sustain the system and infrastructure needed to support students with disabilities as equal participants in Virginia's vision and mission for all students and to effect positively the achievement of IDEA's strategic goals.



## THREE STRATEGIC DIRECTIONS AND GOALS

The State Improvement Plan targets three (3) broad areas for improvement, and specifies five-year performance goals as a way of benchmarking improvement. The five (5) performance goals are aligned with the strategic directions.

### **Strategic Direction I: School Completion and Graduation**

To facilitate, in cooperation with local school divisions, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

*Five-Year Goal:*

Goal 1. *Increase the statewide percentage of students with disabilities graduating and successfully completing school.*

### **Strategic Direction II: Personnel Development**

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

*Five-Year Goals:*

Goal 2. *Promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.*

Goal 3. *Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.*

Goal 4. *Ensure ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide professional development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.*

### **Strategic Direction III: Parent and Student Involvement**

To improve meaningful parent/student involvement with special education services.

*Five-Year Goal:*

Goal 5. *Increase parents' and students' active participation in special education process decisions.*



## THE PERFORMANCE INDICATORS

Each strategic direction has indicators provide the information for analysis of progress toward meeting the goals. This analysis will help guide changes in activities and will be used to report progress to stakeholders. The indicators are dynamic and subject to change based on their integrity and usefulness. Virginia's leadership and technical assistance will be focused on the improvement of student learning using the data presented in the performance indicators.

### **Strategic Direction I: School Completion and Graduation**

**To facilitate, in cooperation with school divisions, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.**

*Graduation means exiting school with a standard or advanced studies diploma. School completion is defined as exiting school with a special diploma, modified standard diploma, a General Education Development certificate (GED), certificate of completion, or staying in school until the maximum age of eligibility which is 21, inclusive.*

**Five-year Performance Goal #1: Increase the statewide percentage of students with disabilities successfully completing school, and graduating from school.**

#### **Exit Data School Completion Indicator**

Percentage of students with disabilities, ages 14-21+, completing school each year (compared to total exiting school).

##### Explanation

This indicator represents the percentage of students with disabilities, ages 14 – 21 (inclusive) completing school each year. This includes students who graduated with a standard or advanced studies diploma, received a certificate for completing a program, received a special diploma, modified standard diploma, a General Educational Development (GED) certificate, or reached maximum age for provision of special education services. The percentage is obtained by dividing the number of students who graduated and completed by the number of students who graduated, completed and dropped out of school. The source of these data is the annual federal special education exit report.

#### **Exit Data Drop Out Indicator**

Percentage of students with disabilities, ages 14-21+, exiting school by dropping out each year (compared to total exiting school).

##### Explanation

This indicator represents the percentage of students with disabilities, ages 14 – 21+, exiting school by dropping out. This percentage is calculated by dividing the number of students dropping out divided by the number of graduates, completers, and dropouts. The data for these calculations are taken from data reported in the annual special education exit report. Students not included in the calculation of this percentage are those who: returned to regular education, were reported as deceased, moved (known to be continuing education), and moved (not known to be continuing education).



## **VADOE Dropout Data Indicator**

Percentage of students with disabilities who leave school by dropping out compared to the percentage of students with disabilities who stay in school in grades 7-12 each year.

### **Explanation**

This indicator represents the percentage of students with disabilities who leave school by dropping out compared to the percentage of students with disabilities who stay in school in grades 7 – 12 each year. This dropout indicator is different than the one above because it compares the number of students with disabilities who stay in school, grades 7-12, to the number of students with disabilities who drop out of school, grades 7-12. It also shows the percentages for students without disabilities. The source of these data is the Virginia Department of Education annual drop out statistics.

## **Exit Data Disaggregated School Completion Indicator**

Percentage of students with disabilities who graduate and receive or attain:

- A. standard or advanced studies diploma;
- B. special diploma, modified standard diploma, GED certificate, certificate of completion;
- C. reached maximum age of eligibility (21, inclusive).

### **Explanation**

This indicator compares the percentage of students with disabilities who complete school and receive a standard or advanced studies diploma with all students with disabilities who complete school (those who graduate with diplomas, those who complete with special diplomas, modified standard diplomas, GED certificates, certificates of completion, and those who reach maximum age).

It also compares the number of students who receive special diplomas, GED certificates, certificates of completion, and those who reach maximum age, with all students with disabilities who complete school (those who graduate with diplomas, those who complete with special diplomas, GED certificates, certificates of completion, and those who reach maximum age). The source of these data is the annual federal special education exit report.

## **Suspension and Expulsion Indicator**

The source of these data is the annual federal discipline report. The data represent cases per thousand of school-aged students with disabilities and cases per thousand of school-aged students without disabilities who are long-term suspended and expelled.

- A. Long-Term Suspended

### **Explanation**

This indicator compares the rates of long-term suspension for students with and without disabilities. Under federal and state regulations, students with disabilities whose misconduct is not related to their disability can be considered for long-term suspensions. It shows the number of suspension cases per one thousand students for each category.



B. Expelled

Explanation

The expulsion indicator compares the rates of expulsion for students with and without disabilities. Under federal and state regulations, students with disabilities whose misconduct is not related to their disability can be considered for expulsion.

Under federal and state regulations, students with disabilities who are long-term suspended or expelled must continue to receive special education services.

**Attendance Indicator**

Percent of students with disabilities, grades K-12 and ungraded, for whom a conference was scheduled for failure to report to school for six days during the school year, compared with students without disabilities.

Explanation

The Code of Virginia requires that at the end of each school year, each public school principal shall report to the division superintendent the number of pupils by grade level for who a conference was scheduled (§22.1-258). The division superintendent shall compile such grade level information for the division and provide such information to the Superintendent of Public Instruction annually. Conferences are scheduled for students who miss six days of school to facilitate the duties of attendance officers to investigate all cases of non-attendance.

**Standards of Learning Assessments Indicator**

Participation and proficiency levels of students with disabilities on the Standards of Learning (SOL) assessments whose IEPs document participation on one or more of the Virginia SOL tests.

Explanation

This indicator has two parts, participation and proficiency of students with disabilities (whose IEPs document participation on one or more of the Virginia SOL tests) on the Standards of Learning (SOL) assessments. Overall student participation and proficiency for each school can be found in Virginia's School Report Cards on the Virginia Department of Education's Web site, [www.pen.k12.va.us](http://www.pen.k12.va.us), under Data & Publications. The source of these data is the Virginia Department of Education Office of Assessment and Reporting.

A. Participation

Explanation

Participation percentage equals the total number of tests taken by students with disabilities divided by the total number of tests taken by students with disabilities plus the number of tests students with disabilities who were excluded from in grades 3, 5, 8, and end-of-course (EOC) assessments.

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<sup>1</sup> Data about results of the computer/technology assessments in grades 5 and 8 are not included in the SOL indicator because results are not part of the state accountability system.

The rate of participation for students with disabilities in grades 3, 5, and 8 is not directly comparable to participation in EOC assessments; students with disabilities are counted as being exempted from testing only if they are enrolled in an EOC course and their IEP team exempted them from the EOC assessment.

B. Proficiency

Explanation

Proficiency is indicated by the number of students with disabilities who pass SOL assessments divided by the number of students with disabilities who participate in SOL assessments for each subject area and grade level. These results will be shown in comparison to students without disabilities.

**Alternate Assessment Indicator**

Performance of students on alternate assessment.

Explanation

Virginia's Alternate Assessment system is currently in development and is planned for implementation during the 2000-01 school year.

**Least Restrictive Environment Ages Birth-2 Indicator**

Comparison of least restrictive environment settings for infants and toddlers with disabilities (ages birth-2):

- A. Percentage of infants and toddlers with disabilities (ages birth - 2) who receive some or all of their early intervention services in settings primarily designed for typically developing children (home, nursery, child care centers).
- B. Percentage of infants and toddlers with disabilities (ages birth-2) who receive all of their early intervention services in settings primarily designed for children with developmental delays (includes hospital, service provider location, etc.).

Explanation

This indicator compares the number of infants and toddlers with disabilities who receive early intervention services in settings for typically developing children versus settings designed for children with developmental delays. These data are collected by the Babies Can't Wait data collection project through the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (DMHMRSAS) for Virginia's Part C early intervention system. The setting categories for a typical setting are Family Day Care, Home, and Regular Nursery School/Day Care Center. The settings for developmentally delayed children include Early Intervention Classroom/Center, Hospital (Inpatient), Outpatient Service Facility, Residential, and Other Setting.

**Least Restrictive Environment Ages 2-5 Indicator**

Comparison of least restrictive environment settings for children with disabilities (ages 2-5):

- A. Percentage of children with disabilities (ages 2-5) who receive some or all of their special education services in an integrated or typical early childhood setting (regular early childhood setting, home, part-time special education/part-time early childhood, etc.)
- B. Percentage of children with disabilities (ages 2-5) who receive all of their special education services in a special education early childhood setting or other specialized setting (e.g. residential, hospital, etc.)

### Explanation

This indicator is a requirement under the Special Education Child Count data reporting system for students with disabilities and reflects the percentage of students with disabilities receiving some or all of their special education services in a variety of typical settings designed to serve young children, and the percentage of students with disabilities who receive all of their services in a specialized setting. The source of these data is the annual federal placement report.

### Least Restrictive Environment Ages 6-21 Indicator

Comparison of least restrictive environment settings for students with disabilities (ages 6-21+):

- A. Percentage of students with disabilities (ages 6-21+) who receive some or all of their special education or related services in an integrated setting (regular education, vocational education, community work experiences, etc).
- B. Percentage of students with disabilities (ages 6-21+) who receive all of their special education or related services in a special education setting.

### Explanation

This indicator is a new requirement under the Special Education Child Count data reporting system for students with disabilities and reflects the number of students with disabilities participating in general, vocational, and community work settings who receive some or all of their special education in integrated settings, or all of their special education services in a specialized setting. Special education and related services amounts differ with individual children. This indicator will reflect if any or all of those special education and related services are implemented in a general setting. The source of these data is the annual federal placement report.

### Transition from Early Intervention to Special Education Indicator

Comparison of pre-school and early intervention efforts:

- A. Number of toddlers who are found eligible for Part B special education services.
- B. Number of toddlers from early intervention services who are determined not eligible for Part B special education services.

### Explanation

These data are collected by the Babies Can't Wait data collection project through the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (DMHMRSAS), Virginia's lead agency for Part C early intervention services.



## **Secondary Vocational Education Indicator**

Number and percent of students from special populations that includes students with disabilities who attain Virginia's adjusted level of performance of vocational competencies in a vocational completion program compared to students without disabilities.

### **Explanation**

This indicator addresses all special population students who have been identified in the Carl D. Perkins Vocational and Technical Act of 1998 (Perkins III) as: Limited English Speaking, Economic Disadvantage, Disabled, Displaced Homemaker, and Single Parent. These data come from Measure 3 of the Core Standards and Measures, which have been included in Virginia's Vocational State Plan for Perkins III.

## **Post-secondary Indicator**

Percentage of young adults with disabilities who completed school (1 year post school exit) who:

- a. are employed full-time or part-time (baseline to be developed, previous study in spring 1993 data for 1990-91 school leavers indicated 57% employed at the time of the survey (range = 38% to 74% depending on disability), 75% had worked for some period since school exit).
- b. are attending post-secondary education or training (baseline to be developed, previous study in spring 1993 data for 1990-91 school leavers = 21% in 2 year colleges, 12% in 4 year colleges (range =0% to 75% depending on disability area).
- c. are living independently (baseline to be developed).

### **Explanation**

The Virginia Department of Education post-secondary survey collects information from a sample of high school graduates one year after exiting school through a personal telephone interview to identify factors that impact their employment, post-secondary education, and independent living.



## **Strategic Direction II: Personnel Development**

**To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.**

**Five-year Performance Goal #2: Promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.**

Although the Virginia Department of Education recognizes personnel with a special education conditional license and those who are in the process of attaining the highest level required (interpreters who do not have Level III of the Quality Assurance Screening, or speech-language pathologists who do not hold a masters degree), for purposes of this plan, qualified personnel are defined as those persons holding a professional license issued by the Virginia Board of Education with endorsement in the area to which they are assigned, holding a current license from another Virginia licensure board in the area to which they are assigned, or holding other state credentials required for the position to which they are assigned.

### **Personnel Qualified Indicator**

Number of personnel employed or contracted to provide special education and related services who are qualified for the position assigned.

#### Explanation

This indicator represents the number of personnel assigned to a position who hold full endorsement in that assignment. These data are compiled from the special education personnel employed report submitted by LEAs to the Virginia Department of Education. The interpreter data are reported from a survey to all LEAs.

### **Personnel Not Qualified Indicator**

Number of personnel employed or contracted to provide special education and related services who do not hold full endorsement for the position assigned.

#### Explanation

This indicator represents the number of personnel assigned to a position who do not currently hold full endorsement in that assignment including; personnel with a special education conditional license, long-term substitutes, or those who have not received the highest level required (interpreters who do not have Level III of the Quality Assurance Screening, or speech-language pathologists who do not hold a masters degree). These data are compiled from the Special Education Personnel Employed Report submitted by LEAs to the Virginia Department of Education. The interpreter data are reported from a survey to all LEAs.

### **Personnel Retained Indicator**

Success of retention efforts as indicated by:

- A. Number of personnel employed or contracted to provide special education and related services who are qualified for the position assigned and who were employed in the same lead agency or school division in the same position during the previous school year.
- B. Number of personnel employed or contracted to provide special education and related services who are not qualified and who are employed by the same lead agency or school division in the same position during the previous school year .

### Explanation

This indicator represents the number of special education and related services personnel, both qualified and not qualified, who held appropriate state license in his or her assignment who were retained in the same assignment as the previous year. These data are compiled from the special education personnel employed report submitted by LEAs to the Virginia Department of Education.

### **Personnel Preparation Indicator**

Number of program completers from approved special education personnel preparation programs in Virginia.

### Explanation

The U.S. Congress requires a full report under the Title II Higher Education Act starting in 2001 that includes:

- teacher preparation program characteristics including program completers;
- program standards and requirements for certification and licensure; and
- assessments and alternative routes to licensure.

### **Personnel Preparation Diversity Indicator**

Number of persons prepared to deliver special education services who are from traditionally under-represented populations.

### Explanation

Virginia Department of Education Regulations Governing Approved Programs for Institutions of Higher Education have a requirement for an annual report to be initiated in fall 2001, which includes numbers of program completers by:

- Endorsement area
- Gender
- Ethnicity
- Level (Undergraduate, Graduate, or Certification)

**Strategic Direction II Five-Year Performance Goal # 3: Promote ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.**

### **Approved Programs Indicator**

Number of approved teacher preparation programs statewide in each special education endorsement area.

### Explanation

The indicator shows the number and content area of approved teacher preparation programs in Virginia. It includes new applications for approved programs in special education but does not indicate the number of distance learning programs accessible to personnel in Virginia. The source of these data is the Virginia Department of Education Office of Teacher Education and Licensure.



## **Interstate Agreements Indicator**

Number and type of Interstate Agreements, including:

- A. Number of collaborative agreements for the joint support and development of programs to prepare personnel for services to low-incidence populations.
- B. Number of interstate agreements regarding licensure.

### **Explanation**

This indicator shows the number and types of Virginia Board of Education interstate and collaborative agreements. An individual coming into Virginia from any state may qualify for a “Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher training program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license which must be in force at the time the application for a Virginia license is made.” Interstate agreements allow such an individual to receive a Virginia license. The source of these data is the Virginia Department of Education interstate agreement contract states.

**Strategic Direction II Five-year Performance Goal # 4: Ensure ongoing professional development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide professional development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.**

## **T/TAC Services Indicator**

Number and types of service events offered through the VADOE Training/Technical Assistance Centers (T/TACs) and number and types of participants.

### **Explanation**

The Virginia Department of Education funds Training/Technical Assistance Centers (T/TACs) to provide services accessible to education personnel statewide. Services include classroom consultations, information searches, library loans, linkages, long range planning agreements, presentations, referrals, and workshops. The source of these data is the T/TAC reports.

## **LEA Professional Development Indicator**

Number and types of professional development activities provided through local education agencies’ improvement projects.

### **Explanation**

This indicator represents an analysis of certain local improvement initiatives supported by the Virginia Department of Education, including local improvement grants and partnership grants involving LEAs and institutions of higher education. These grant programs specify professional development activity around the strategic directions and performance goals.



### **Office of Special Education and Student Services Professional Development Indicator**

Number and types of professional development activities provided through the Virginia Department of Education Office of Special Education & Student Services and number and types of participants.

#### Explanation

This indicator reflects professional development activities offered by staff in the Office of Special Education and Student Services at the Virginia Department of Education.

### **Governor's Best Practice Centers Professional Development Indicator**

Access to the Governor's Best Practice Centers by special education service providers.

#### Explanation

During 1999, the Governor's Best Practice Centers (BPCs) were fully staffed across the state. The centers work with local school divisions to meet Virginia Standards of Accreditation through successful student achievement of the Standards of Learning as measured by Standards of Learning tests. Data from these centers will be compiled to provide the number of professionals, with responsibility for special education students, who participate in staff development activities sponsored by the BPCs.

### **Paraprofessionals Trained Indicator**

Efforts to systematically prepare paraprofessionals who serve children and youth with disabilities (efforts may include numbers of training programs developed, number and type of people trained, policies established, etc.).

#### Explanation

These data represent initiatives sponsored by the Virginia Department of Education.



## **Strategic Direction III: Parent and Student Involvement**

**To improve meaningful parent/student involvement with special education services.**

**Five-year Performance Goal #5: Increase parents' and students' active participation in special education process decisions.**

### **Family Participation Indicator**

Percentage of families participating in decisions, including:

- A. Eligibility
- B. Individualized Education Program (IEP) Development (Special Education)
- C. Secondary Transition Planning (students age 14 and older as part of the IEP)
- D. Individual Family Services Plan (IFSP) Development (Early Intervention)
- E. Transition from Early Intervention to Preschool
- F. Parent Participation on Local Advisory Committees

#### **Explanation**

This indicator provides information to examine issues around parent and student involvement in service eligibility and provision. The Virginia Department of Education is funding activities to begin collecting these data.

Project UNITE (a systems-change project completed in 1998-99) data indicated that 88% of students with disabilities in the sample participated in secondary transition decisions in 1996-97, and in the same year, 87% of parents of students with disabilities participated in secondary transition decisions.

### **Opportunities for Parents Indicator**

Number of workshop opportunities for parents and number of parents reached (including training with cross-disciplinary representation, that is families as well as other education service providers serving children and youth with disabilities).

#### **Explanation**

This indicator represents a compilation of the number of training opportunities for parents provided by the Parent Education Advocacy Training Center (PEATC), Local Parent Resource Centers, and other local/regional opportunities.



## **Examples of Ways to Use Sliver Grant Funds**

Instructional Support Teams (IST) - If, for example, a needs assessment points to a sizable number of retentions and referrals for testing to determine special education eligibility, a school division may be prompted to consider using their sliver (local improvement) grant funds to establish an IST in one of its schools. When contemplating the development of an IST, interested school staff members could visit existing IST sites, and possibly attend the various type of training that VADOE provides these sites. A collaborative partner in such an endeavor might be one of the TTACs, which are being trained in the IST model.

Other uses that may possibly address needs discovered through the needs assessment process:

- collaboration on curriculum that supports the Standards of Learning
- academic literacy for students with disabilities
- educating diverse learners
- assistive technology
- access to the general curriculum
- transition - middle school
- alternative programs for students with disabilities