

# State Special Education Advisory Committee

Assistant Superintendents Report

**John Eisenberg**  
**Assistant Superintendent for Special Education and Student Services**  
 7/22/15

## Let's Celebrate!!!



Virginia is one of only 19 states and territories earning a "meets requirements" designation under the U.S. Department of Education's (USED) new results-driven accountability model for rating state compliance with the federal *Individuals with Disabilities Education Act* (IDEA).

Of the 19 – Virginia scored the 2nd highest rating at 95.83 out of 100 points.

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## Virginia's State Performance Plan (SPP) Indicators 1-16

### Compliance Indicators

- 4 – Suspension and Expulsion
- 9 – Disproportionate Representation in Special Education
- 10 – Disproportionate Representation in Specific Disability Categories
- 11 – Timely Evaluation
- 12 – Early Childhood Transition
- 13 – Secondary Transition

### Results Indicators

- 1 – Graduation
- 2 – Drop Out
- 3 – Statewide Assessment
- 5 – Education Environments
- 6 – Preschool Environments
- 7 – Preschool Outcomes
- 8 – Parent Involvement
- 14 – Post-school Outcomes
- 15 – Resolution Sessions
- 16 – Mediation

Virginia Part B Compliance Matrix: 2015			
Part B Compliance Indicator <sup>1</sup>	Performance	Full Correction of Findings of Noncompliance Identified in FY 2012	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and referrals, procedures or practices that contribute to that significant discrepancy and do not comply with specified requirements.	0.76%	Y	1
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	Y	1
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	Y	1
Indicator 11: Timely initial evaluation.	98.74%	Y	1
Indicator 12: IEP developed and implemented by third birthday.	99.72%	Y	1
Indicator 13: Secondary transition.	97.81%	Y	1
Timely and Accurate State-Reported Data	100.00%		1
Timely State Complaint Decisions	100.00%		1
Timely Due Process Hearing Decisions	97.73%		1
Longstanding Noncompliance			1
Special Conditions	NONE		
Unrecovered identified noncompliance	NONE		
	<b>Total Compliance Points</b>		<b>20</b>
<b>Total Compliance Points Available</b>	<b>Compliance Points Earned</b>	<b>Compliance Score</b>	
20	20	100.00	

<sup>1</sup> The compliance language for each indicator is located at the following website: [https://www.doe.virginia.gov/assessment/assessment\\_data/documents/spp](https://www.doe.virginia.gov/assessment/assessment_data/documents/spp)

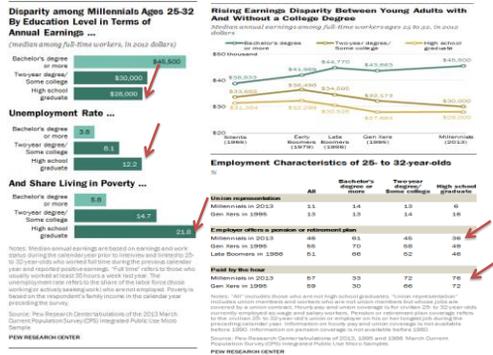
Virginia Part B Results-Driven Accountability Matrix 2015		
<b>Reading Assessment Elements</b>		<b>Performance</b>
Percentage of 4th Grade Children with Disabilities Participating in Regular Instructional Assessments	81.00%	3
Percentage of 8th Grade Children with Disabilities Participating in Regular Instructional Assessments	84.00%	3
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	32.00%	3
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	31.00%	3
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	36.00%	3
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	36.00%	3
<b>Math Assessment Elements</b>		<b>Score</b>
Percentage of 4th Grade Children with Disabilities Participating in Regular Instructional Assessments	82.00%	3
Percentage of 8th Grade Children with Disabilities Participating in Regular Instructional Assessments	81.00%	3
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	48.00%	3
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	49.00%	3
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	36.00%	3
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	34.00%	3
<b>Exiting Data Elements</b>		<b>Performance</b>
Percentage of Children with Disabilities who Dropped Out	11.0%	3
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma <sup>1</sup>	84.0%	3
<b>RESULTS AND COMPLIANCE OVERALL SCORING</b>		
Total Results Points Available	22	Results Score
		91.8*
Total Compliance Points Available <sup>2</sup>	20	Compliance Score
		100.00
<b>Results-Driven Accountability Percentage and Determination<sup>3</sup></b>		
	95.83%	MEETS REQUIREMENTS (green)

1. Graduated with a regular high school diploma as defined under the IDEA section 602 terms reported data. These students exited an educational program as of the reporting date.

## State Systemic Improvement Plan (SSIP)

- New Indicator 17 on the State Performance Plan
- State-identified Measurable Result (SIMR) is the goal of the SSIP
- Virginia's SIMR is focused on graduation
  - *The Virginia Department of Education (VDOE) intends to improve the statewide rate of graduation for students with disabilities identified with an Emotional Disability (ED), Intellectual Disability (ID), Other Health Impairment (OHI), or a Specific Learning Disability (SLD) receiving a regular high school diploma (Standard and Advanced Studies Diplomas).*

## Research Findings



## State Systemic Improvement Plan

- Virginia submitted Phase I of the SSIP on April 1, 2015
- Baseline and target data mirrors Indicator 1 calculation for the specific subset of the population and is consistent with the measurement methodology utilized in the Virginia Board of Education's Consolidated State Application Amended Accountability Workbook
- Phase II is due April, 2016
  - Phase II of the SSIP focuses on building local capacity of school divisions to implement evidence based practices that will lead to improvement in the SIMR.
    - Discussion point – *What sorts of technical assistance do you want and need?*

# State Systemic Improvement Plan

# Data to Support Hypothesis

### Theory of Action

The Virginia Department of Education Division of Special Education and Student Services' Mission: To provide children with disabilities with the knowledge and skills they need to live, learn, work and participate in communities of their choice with the maximum amount of independence as possible.				
The State-identified Measurable Result: Virginia will focus on improving the graduation rate for students with disabilities identified with a Specific Learning Disability (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 10 percent from the previous year.				
Data-driven Areas of Focus	SEA	LEAs	Teachers	Student Results
Academics	If the state does not identify the strategy to support school division	Local division staff will <u>utilize</u> VDOE best practice instructional strategies, resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments.	If teachers <u>implement</u> best practice instructional strategies and resources designed to improve performance on the mathematics and English reading SOL tests and modify instruction to better meet the needs of diverse learners then:	More students with disabilities will <u>pass</u> mathematics and English reading SOL assessments, as a result, increasing their chances of graduating with a standard or advanced diploma.
Discipline	The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports designed to reduce the number of disciplinary infractions for students with disabilities.	Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal support designed to reduce the number of disciplinary infractions for students with disabilities.	If teachers <u>implement</u> best practice strategies and resources designed to reduce the number of disciplinary infractions for students with disabilities, then:	Fewer students with disabilities will be <u>subjected</u> for disciplinary infractions, as a result improving the likelihood they will graduate with an advanced studies or standard diploma.
Attendance	The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities.	Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities.	If teachers <u>implement</u> best practice strategies and resources designed to address chronic absenteeism for students with disabilities, then:	Fewer students with disabilities will be <u>subjected</u> for chronic absenteeism, as a result improving the likelihood they will graduate with an advanced studies or standard diploma.

### Academics

**Hypothesis:**

Students with ED, ID, OHI or SLD who pass the 8th grade mathematics and/or English Reading SOL assessments are more likely than their peers to graduate with a standard or advanced studies diploma.

**Supporting Data :**

- Over 82 percent (1477/1787) of the students in the statewide sample population that passed their 8th grade mathematics SOL assessment went on to earn a standard or advanced studies diploma
- Only 41 percent (809/1955) of the students in the statewide sample population that failed their 8th grade mathematics SOL assessment went on to earn a standard or advanced studies diploma
- Over 75 percent (1648/2186) of the students in the statewide sample population that passed their 8th grade English reading SOL assessment went on to earn a standard or advanced studies diploma
- Only 45 percent (812/1820) of the students in the statewide sample population that failed their 8th grade English reading SOL assessment went on to earn a standard or advanced studies diploma

# Data to Support Hypothesis

### Attendance

**Hypothesis:**

Students with ED, ID, OHI or SLD who are in school daily are more likely earn a standard or advanced studies diploma

**Supporting Data :**

- 0-4 absences per year – 69% graduated with a standard or advance diploma
- 5-10 absences per year – 62% graduated with a standard or advance diploma
- 11-20 absences per year – 45% graduated with a standard or advance diploma
- 21+ absences per year – 22% graduated with a standard or advance diploma

# Data to Support Hypothesis

### Discipline

**Hypothesis:**

Students with ED, ID, OHI or SLD who receive fewer than 4 disciplinary infractions are more likely to graduate with a standard or advance diploma

**Supporting Data :**

- 96.2% (2981/3096) of the students who graduated with advanced studies and standard diplomas in the statewide sample population had fewer than 4 disciplinary referrals (This group had an average of 1.6 days of sanctions (in or out of school suspension)
- 3.8% (115/3096) of the students who graduated with advanced studies and standard diplomas in the statewide sample population had more than 4 referrals (This group had an average of 12.25 days of sanctions)

## Discipline Issues and Practices



### Child Handcuffed and School Policies Questioned



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## Center for Public Integrity Data

- The Center's investigation focused on Virginia after analyzing national data and a sampling of local police data showing that most students are sent into Virginia's juvenile courts for allegations of disruptive behavior or "simple assault" rather than more serious offenses.
- The national data showed that [Virginia referred students to cops or courts, or both, at a rate of about 16 for every 1,000 students](#) during the 2011-12 school year. That was three times the national rate of six per 1,000 students.
  - Eighteen other states also surpassed the national rate.
- [Special-needs, black and Latino students](#) were disproportionately affected in most states across the country, the 2011-12 data on each state also showed.
  - In Virginia, 30 percent of kids referred to law enforcement from schools were special-needs students, even though they represented only 14 percent of statewide enrollment.
  - About 38 percent of Virginia students referred to cops and courts were African-American, yet black students were only a quarter of enrollment.

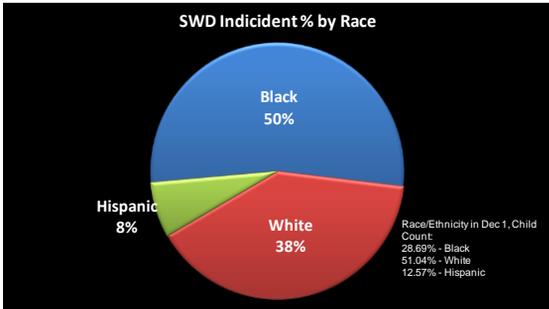
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## Discipline, Crime and Violence Report

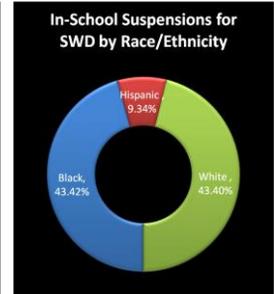
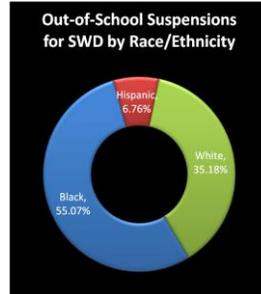
2012 DCV Report	All Students	SWD
Total Number of Incidents	164,481	65,198
Top 5 Incident Types	<ol style="list-style-type: none"> <li>1. Defiance of Authority</li> <li>2. Classroom Disruption</li> <li>3. Minor Physical Altercation</li> <li>4. Using Obscene Language</li> <li>5. Disruptive Demonstrations</li> </ol>	<ol style="list-style-type: none"> <li>1. Defiance of Authority</li> <li>2. Classroom Disruption</li> <li>3. Disruptive Demonstrations</li> <li>4. Using Obscene Language</li> <li>5. Minor Physical Altercation</li> </ol>
SWD Incidents as a % of Overall # of Reported Incidence	<p><b>40% -All Reported Incidents in 2012</b>  <b>SWD Represented 12.85% of Fall Membership</b></p>	

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### SWD Incidents By Race

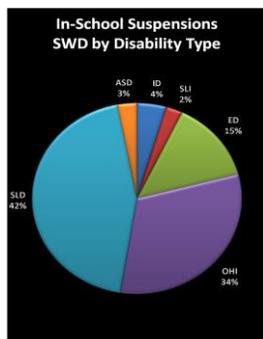
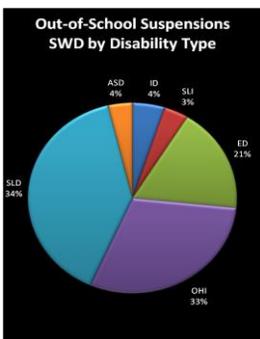


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**Race/Ethnicity in Dec 1, Child Count**  
28.69% -Black 51.04% -White 12.57% -Hispanic

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**Disability in Dec 1, Child Count**  
SLD -33.69% ED -5.82% OHI -18.64%

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### Reducing Disproportionality Initiatives

- Project Move
- Alternatives to Suspension Project
- Strength-Based Approach Webinars
- Restorative Justice Webinars
- Culturally Responsive Practices and Materials
- National, State and Local Initiatives targeting African American and Hispanic communities
  - My Brother’s Keeper Initiative
  - Supportive School Discipline Initiative

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## “Scaling-Up Multi-Tiered Capacity Across Systems” Initiative

- Funded with Federal Awards
  - “*Now Is the Time*” Project AWARE (Advancing Wellness and Resiliency in Education) (SAMHSA)
  - School Climate Transformation – (USED)

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## Project AWARE Priorities

- Improve mental health literacy among youth-serving adults
- Build cross-system capacity for comprehensive mental health approaches
- Entwine with the *School Climate Transformation* (SCT) grant and interconnect with other state and local efforts

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## Project Aware Offers Youth Mental Health First Aid (YMHFA) Training

- Evidence-based curriculum
  - provides adult gatekeepers with information to identify youth experiencing problems with mental health and substance abuse and make referrals to support services within the school and/or in the community
- Eight hour training – Free of charge
- Contact Jo Ann Burkholder  
[joann.burkholder@doe.virginia.gov](mailto:joann.burkholder@doe.virginia.gov)

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## School Climate Transformation (SCT) Grant

- Expand the implementation of the Virginia Tiered System of Supports-Positive Behavioral Interventions and Supports (VTSS-PBIS) to additional school divisions
  - (48 divisions over the next five (5) years)
- Goal: Improve school climate and behavioral outcomes for all students
  - SCTG will fund training and on-site coaching and technical assistance to participating divisions
  - Application to participate available online (Supt Memo dated 5/15/2015)

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## Updates from Student Services: New Center (RIC)

- Virginia Tiered System of Supports (VTSS) Research and Implementation Center (RIC) at Virginia Commonwealth University
  - Established in collaboration with VDOE

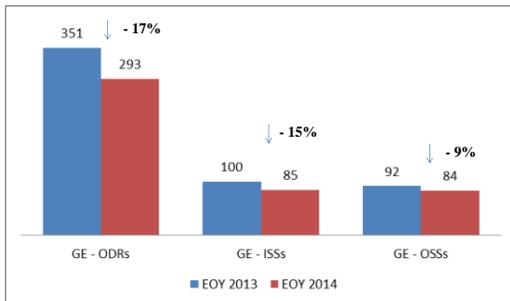
## Virginia Tiered System of Supports (VTSS)

- VTSS-PBIS state grants 27 divisions
- VTSS cohorts 1&2 14 divisions (39 schools)
- Outcome data is overwhelming

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**Figure 1:** Cohorts 1-5 Combined Outcome Data Comparisons – General Education Students

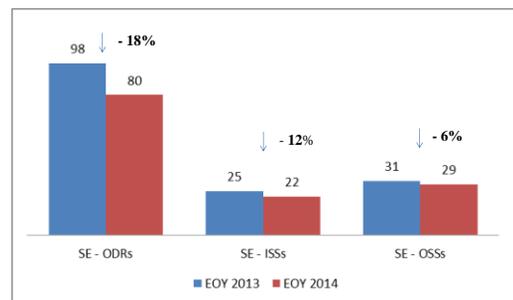


ODR Office Discipline Referral  
OSS Out of School Suspension

ISS In-school Suspension

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**Figure 2:** Cohorts 1-5 Combined Outcome Data Comparisons – Students with IEPs and/or 504 Plans



ODR Office Discipline Referral  
OSS Out of School Suspension

ISS In-school Suspension

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**Table 1:** Time Saved from EOY 2013 to EOY 2014

	Average Administrative Time Saved	Average Classroom Instructional Time Saved
ODRs – General Education	1160	580
ODRs – Special Education	360	180
ISSs – General Education	300	150
ISSs – Special Education	60	30
OSSs – General Education	160	80
OSSs – Special Education	40	20
<b>Total – Minutes</b>	<b>2080</b>	<b>1040</b>
<b>Average – Minutes per School Day</b>	<b>12</b>	<b>6</b>
<b>Average – Hours per Week</b>	<b>1</b>	<b>0.5</b>

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## SOLs and Discipline

**Table 4:** EOY 2014 Correlations between OSD Incident Rates and English SOLs

OSD Incident Rates	English SOL Correlations	Math SOL Correlations
ODRs	-0.184*	-0.294*
ODRs – SE	-0.023	-0.212*
ISSs	-0.053	-0.191*
ISSs – SE	0.043	-0.147*
OSSs	-0.333*	-0.375*
OSSs - SE	-0.261*	-0.363*

These 5 negative English correlations indicate that as disciplinary actions decrease (OSD incident rates) English SOL scores increase.

ODR Office Discipline Referral                      ISS In-school Suspension  
 OSS Out of School Suspension

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## SOLs and Fidelity

**Table 5:** MDY 2014 Correlations between BoQ Final Scores and SOLs

SOLs	Correlation
English	0.244*
Math	0.063

These positive correlations indicate that as fidelity (BoQ final scores) increases English and Math SOL scores also increase.

ODR Office Discipline Referral                      ISS In-school Suspension  
 OSS Out of School Suspension

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## Demographic Shifts in Special Education

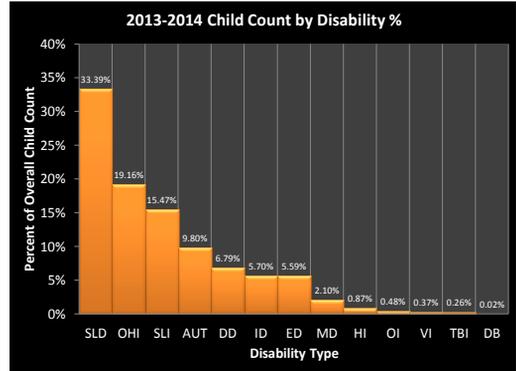
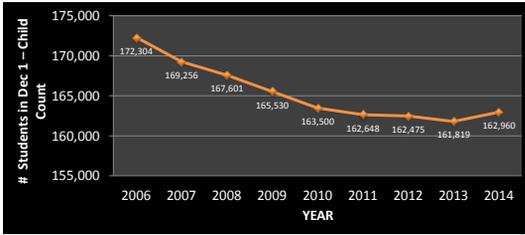
VIRGINIA DEPARTMENT OF EDUCATION  
 REGIONAL MAP



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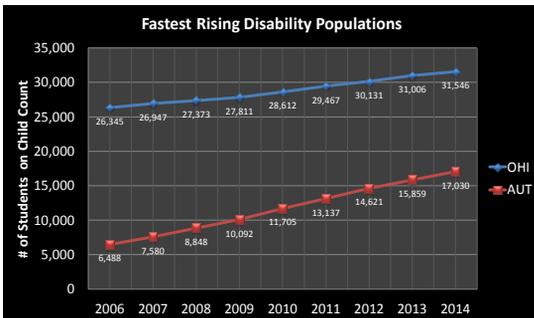
## Commonwealth of VA

- 162,960 students with disabilities
  - Many SWD Categories Decreasing
  - Represents 12.3% of the overall school population



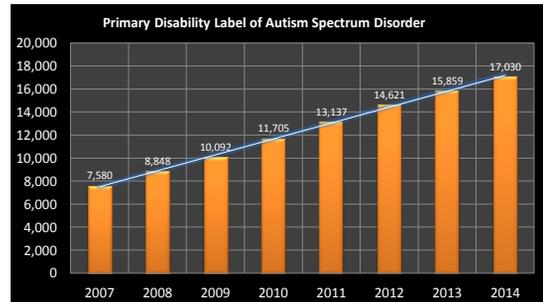
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## Upward Trend in Child Count



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## Dramatic Rise of Autism Spectrum Disorders

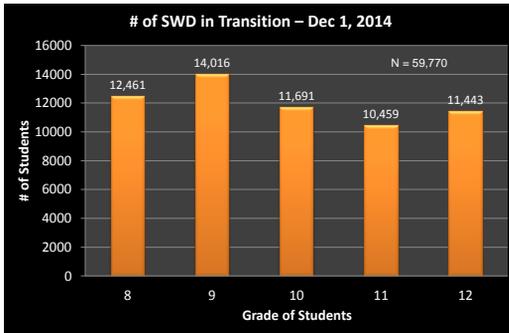


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## Updates from Instructional Services

### Special Diploma changes:

- Goal is to create a diploma option that focuses on preparing students for the world of work, independent living and self-advocacy
  - Domain Areas
    - Functional Academics
    - Independent Living
    - Employment



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## Applied Studies Diploma

- **Competencies**
  - Within each Domain, the content is organized by competencies.
  - Each competency provides a brief statement of general expectations within the Domain regarding the knowledge and ability to demonstrate discrete functions of the associated competency.
  - Competencies are identified based upon their relevance and application in workforce and community.
    - For example, the Independent Living Domain includes curriculum competencies for self-determination and relationship building. English competencies focus on reading, writing, and communication.
- **Skills**
  - Skills include the most specific information in the Curriculum Framework.
  - A skill is a statement of expectations about student knowledge and skill for each of four Levels of complexity.
- **Levels**
  - Levels provide discrimination between the complexity of skills.
  - Levels provide flexibility and a pathway for students with varying prerequisite skills to work toward the progress.
  - Students IEP teams will determine the Level students are working on for each Domain annually.
  - Students may work on different Levels from year to year dependent on the student's present level of performance and IEP team consensus.
  - Skills within each Level will provide general content for instruction. Students' IEP team will determine which skills from the Curriculum Map are applied.
  - The students instructional team will determine how skills are taught and applied to meet the student's individual educational needs.

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## Applied Studies Diploma

- **Timelines**
  - July 1, 2015 - New name "Applied Studies Diploma"
  - Fall 2015 - Curriculum framework includes domains and competencies
  - Spring 2016 - Student competencies progress management system for teachers
  - Spring/Summer 2016 & Beyond - Professional development, training of trainers, etc.

## Dyslexia

- Full-Time Dyslexia Statewide Coordinator at William and Mary Training and Technical Assistance Center
  - Mary Stowe
    - SIM™ Certified Professional Developer in Learning Strategies
    - Certified Local LETRS Trainer

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## Multi-Sensory Structured Language Instruction

- Approximately 90 K-6 teachers were selected to participate in a multi-sensory structured language instruction pilot project during the 2015-2016 school year, August 3-7, 2015.
- The participants will receive professional development in the Orton-Gillingham instructional approach.
  - This instructional approach is a direct, systematic approach to teaching language structure for reading remediation.
  - It is designed to address the needs of struggling readers who have difficulty with reading, spelling, and writing including those with a specific learning disability such as dyslexia.

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## Multi-Sensory Structured Language Instruction

- The Orton-Gillingham Academy “Classroom Educator” syllabus includes objectives related to the following topics:
  - Identifying and screening for dyslexia and dysgraphia
  - Structure of the English language (sound and print), affixes, etc. and how to use multi-sensory approaches
  - Selecting leveled reading materials for oral reading
  - Organizing for integrating specialized instruction into the daily/weekly routine and alignment with Virginia’s Standards of Learning
  - Developing and implementing lesson plans

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## Multi-Sensory Structured Language Instruction

- Follow up and support through a professional learning community and/or coaching will be provided to facilitate implementation during the 2015-2016 school year as a Tier 1, Tier 2 or Tier 3 intervention in a general education and/or special education setting.
- Participants will receive continuing education units as well as an opportunity to complete additional requirements to receive an Orton-Gillingham Classroom Educator Certificate through the Orton-Gillingham Academy.
- Participants were selected based on the following criteria:
  - K-6 language arts teachers, special education teachers and reading specialists;
  - Knowledge of the K-6 *English Standards of Learning*;
  - Instructional experience with students of varied learning styles, abilities, and aptitudes; including students with disabilities and students with limited English proficiency;
  - Principal recommendation
  - Regional representation

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## Updates from Instructional Services

### **Guidelines Revisions:**

- Functional Behavior Assessment & Behavior Intervention Plan (FBA-BIP) – *complete*
- Evaluation & Eligibility - *in process*
- Occupational & Physical Therapy – *in process*
- Vision Impairment – *in process to add evaluating learning media*
- Paraprofessional Supervision – *beginning*

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## Updates from Instructional Services

### **Braille:**

- Unified English Braille (UEB) will replace English Braille American Edition (EBAE) as the official Braille code in the United States beginning in January 2016
- The VDOE is collaborating with other state agencies and stakeholders to develop an implementation plan for the transition to UEB
- Planning for instruction, materials, assessment, & professional development

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## **Updates from Instructional Services** History Aligned Standards of Learning

- History/Social Science ASOL revision planned to make them more functional
- 2015-16 Pilot with school divisions
- 2016-17 Full implementation

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## **Updates from Instructional Services Academies for General Educators**

- Co-teaching Science: *100 teachers*
- Co-teaching Mathematics: *100 teachers (2 locations)*
- Co-teaching English: *60 teachers*
- Adapted Physical Education: *100 PE teachers*
- Early Childhood Collaborative Birth-Five Conference: *190+ EC teachers & providers*

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## I'm Determined Summit

- Parent Summit Video
  - <http://youtu.be/CIUg6k34byI>
  - 153 parents
- <https://www.flickr.com/photos/132662226@N03/sets/72157655331810725/>

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## Project MOVE

- MOVE is a Virginia Department of Education Youth & Parent Institute for African-American Males with Disabilities from across the Commonwealth.
  - Empowering African American Males with Disabilities to Overcome Barriers, Become Self-Determined, and to Graduate High School College & Career Ready.
- <http://www.imdetermined.org/youth/move/>
- 32 parents and 4 siblings

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## Self Advocacy Movement

### I'm Determined

- Youth leading their own IEPs
- Understanding of their disability and necessary accommodations
- Anti-bully work
- Disability History and Awareness Month – Oct.

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