

Services for Students with Disabilities and Current Transition Process

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Virginia Board of Education Priorities and Goals:

- **Priority 1:** Provide high-quality, effective learning environments for all students
- **Priority 2:** Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders
- **Priority 3:** Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*

Information and Data



Students with Disabilities

- **174,638 students with disabilities (2020 December 1 Child Count) approximately 13.9% of the 1,251,970 total students in Virginia**
- **95,215 of those students are in grades 6-12**
- **“Begin with the end in mind,” is the heart of transition planning**
 - *Individuals with Disabilities Education Act (IDEA PL 101-476) included transition components in the legislation with the goal of preparing students with disabilities to access the supports and services they need to become as independent as possible.*
- **Local school divisions, beginning no later than the first Individualized Education Program (IEP) to be in effect when the student is 14, should consider diploma options and course of study to encourage post-school success with appropriate transition assessments, services, and activities**

Programs and Supports



Services and Supports for Students

- **Academic and Career Plans**
- **Transition Planning and Goals**
 - **VDOE Resources for Individualized Education Programs (IEP) and development of appropriate transition goals and high-quality transition plans**
- **Secondary Transition Services**
- **Critical Decision Points Training and Support for Families**
- **Interagency participation on IEP Teams**
- **Impact of the pandemic on students with disabilities**
 - **Availability of transition services, supports, and educational opportunities**
 - **2021 General Assembly Special Session legislation on extension of services for select students with disabilities scheduled to graduate in 2021**

Area of Focus



VDOE Leadership and Support

- **Transition Demonstration Projects and Support to local school divisions**
 - Project SEARCH
 - Start on Success
 - Post-High Programs
 - Regional Communities of Practices in Transition
 - I'm Determined, MOVE, and Inclusion Project
 - Virtual Job Shadow
 - Collaboration with Career and Technical Education (CTE)
- **Partnering with Institutes of Higher Education**
 - Training and Technical Assistance Centers (TTAC)
 - Center on Transition Innovations at Virginia Commonwealth University
- **Collaborator on the National Level**
 - National Technical Assistance Center on Transition (NTACT)



Statewide Systemic Improvement Plan




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 ten percent from the previous year.

Data Driven Focus: Academics, Discipline, Attendance

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 Measureable 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
 <p>Academics</p>	<p><i>If the state does the following to support school divisions</i></p> <p>The Virginia Department of Education will <u>provide</u> local divisions best practice instructional strategies and resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments;</p>	<p><i>And if school division do the following to support teachers/practitioners</i></p> <p>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;</p>	<p><i>And if teachers/practitioners do the following</i></p> <p>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;</p>	<p><i>Then the results for Virginia students will be that</i></p> <p>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.</p>
 <p>Discipline</p>	<p>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;</p>	<p>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;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to reduce the number of disciplinary infractions for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for disciplinary infractions; as a result improving the likelihood they will graduate with an advanced studies or standard diploma.</p>
 <p>Attendance</p>	<p>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;</p>	<p>Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to address chronic absenteeism for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for chronic absenteeism; as a result improving the likelihood they will graduate with an advanced studies or standard diploma</p>

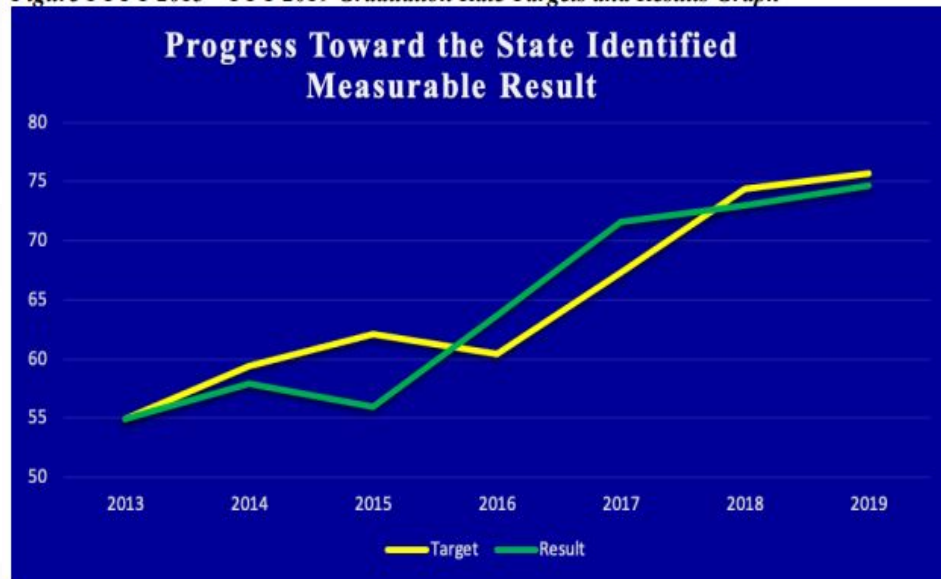


Virginia's SIMR Progress

Table 1 FFY 2013 - FFY 2019 Graduation Rate Targets and Results

FFY	2013	2014	2015	2016	2017	2018	2019
Target \geq	Baseline	$\geq 59.4\%$	$\geq 62.1\%$	$\geq 60.4\%$	$\geq 67.3\%$	$\geq 74.4\%$	$\geq 75.7\%$
Result	54.9%	57.9%	56.0%	63.7%	71.6%	73.0%	74.7%

Figure 1 FFY 2013 – FFY 2019 Graduation Rate Targets and Results Graph



Next Steps



Virginia General Assembly

- **Joint Legislative Audit and Review Commission, K-12 Special Education in Virginia, December 14, 2020**
 - Chapter 5, Post-Secondary Transition Planning
 - Recommendation 9: VDOE to develop and maintain a robust statewide plan for improving ongoing oversight of local practices related to transition planning and services and technical assistance and guidance provided for post-secondary transition planning and services.
 - **Plan due December 1, 2022**
- **2021 General Assembly Session**
 - HB2299 and SB1288



Importance of Collaboration

- **Cross agency collaboration**
 - Timely communication and decision making
 - Understanding of roles and responsibilities
 - Timing, precision, and coordination of services and supports
- **Support of adult services to transition to post-secondary education, job training, competitive employment, military service**
- **Focus on the individual and their post-school support and success**

