



Office of Children's Services  
Empowering communities to serve youth

# Recommendations for Progress Monitoring of Students in Private Special Education Placements Under the Children's Services Act

Report Pursuant to Chapter 2, Item 282 (O)  
of the 2018 Appropriation Act

House Appropriations Committee  
Health and Human Resources Subcommittee  
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# Trends in Students with Disabilities and Private Placements

# DOE Data on Private Placements by Disability

## December 1 Placement Codes by Disability Category

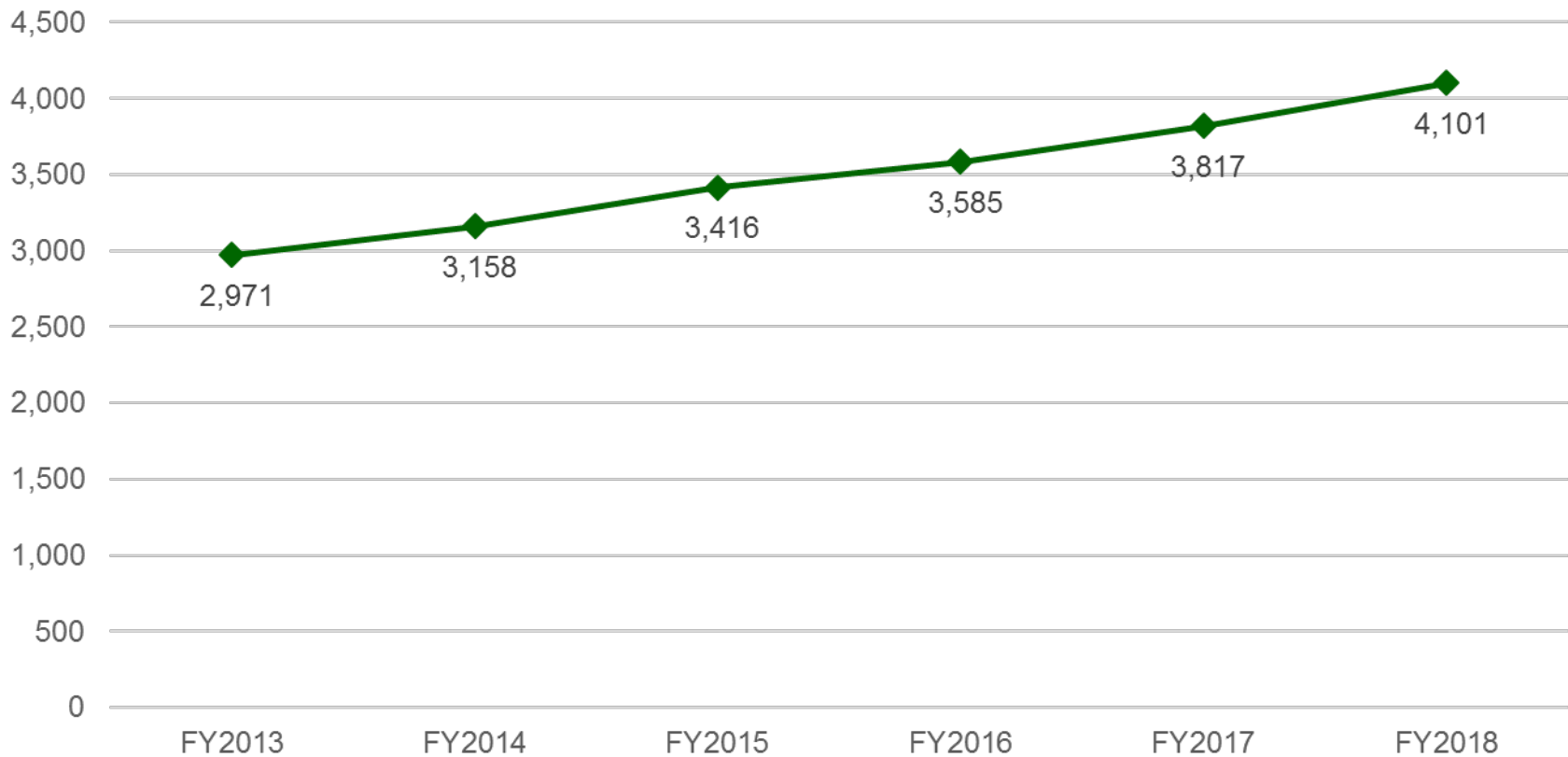
### DOE Private Day Placement Code 3

	2013	2014	2015	2016	2017	% of 2017 Total	Change Since 2013
Autism	610	695	792	911	1000	33%	+63.9%
Emotional Disturbance	809	891	900	913	969	32%	+19.8%
Intellectual Disability	159	166	184	193	198	7%	+24.5%
Multiple Disabilities	158	168	186	193	185	6%	+17.0%
Other Health Impairment	372	407	438	458	503	17%	+35.2%
Specific Learning Disability	127	129	131	111	125	4%	-1.5%
State Totals	2235	2482	2655	2802	3004	100%	+34.4%

Source: DOE December 1 Special Education Child Count

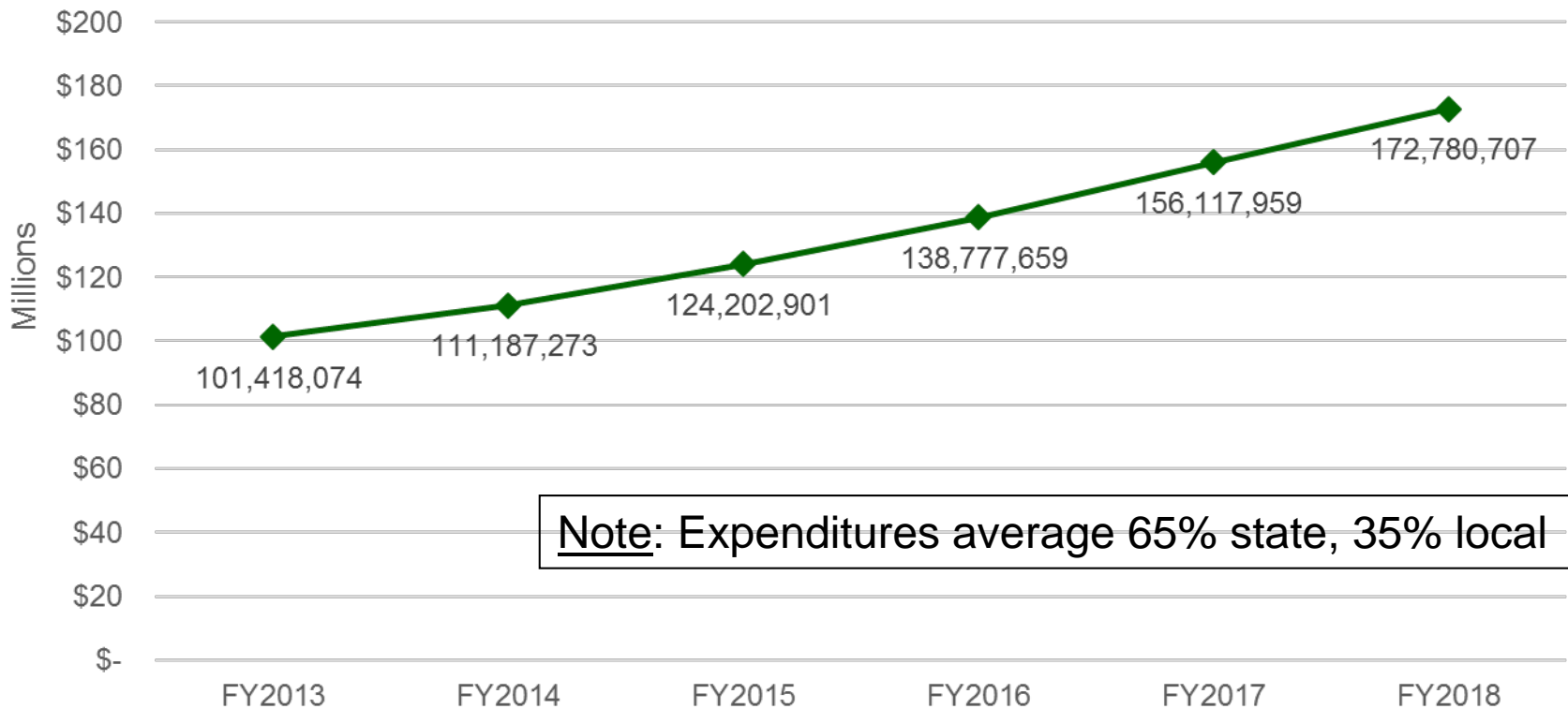
**Note:** Totals reflect other disability categories with counts which are suppressed due to being <10.

# CSA Private Day Special Education: Number of Youth Served



**Source:** CSA Data Set (pre-2017) and Local Expenditure and Data Reimbursement System (LEDRS)

# CSA Private Day Special Education: Net Expenditures (State and Local)



**Source:** CSA Data Set (pre-2017) and Local Expenditure and Data Reimbursement System (LEDERS)

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# Recommended Outcomes for Private Day Special Education Students

## Chapter 2, Item 282 (O)

- The Office of Children's Services (OCS) shall coordinate with the Virginia Department of Education (VDOE) to facilitate a work group . . . to identify and define outcome measures to assess students' progress in private day placements that may include assessment scores, attendance, graduation rates, transition statistics, and return to the students' home schools.

## Process

- A large and diverse workgroup (30+ participants)
  - OCS, VDOE, LEAs, private providers, parents, local government and CSA, other relevant stakeholder groups
- Presentations from VDOE on existing measurements (Special Education Performance Report)
- Presentations from VAISEF on existing data collection efforts
- Discussion and consensus building
- Report developed and issued as RD434 (2018)



## Key Considerations from the Work Group

- Measures of progress and outcomes need to be sensitive to the unique characteristics of private day students while providing comparable measures to students in public school settings.
- The only student data currently required to be provided by the *Regulations Governing the Operation of Private Schools for Students with Disabilities* (8VAC20-81) is restraint and seclusion.

# Recommended Measures

1. Graduation Rates
2. Attendance
3. Individual Student Progress
4. Standardized Test Scores
5. Return to Public School Setting
6. Post-Secondary Transition
7. Suspension and Expulsion
8. Restraint and Seclusion
9. Parent Satisfaction
10. Student Perspectives

## Post-Workgroup Discussions

- VDOE agrees to serve as the lead agency to:
  - Lead a small group to refine existing (or develop new) progress and outcome measurements. The workgroup stressed utilizing existing measures or those “easily” adaptable from existing measures, but additional work is needed to finalize protocols.
  - Collect and report the data.
  - Explore any necessary statutory or regulatory changes.
- Recommend that collection of data should begin with the 2019-2020 school year. However, given the need to further develop/ refine protocols, this may need to be delayed.

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# Cost and Rate Setting Study for Private Day Special Education Programs

## Chapter 2, Item 282 (M)

- OCS to contract for a study on the current rates paid by localities to special education private day programs licensed by VDOE.
  - Examine adequacy of current rates
  - Recommendations for implementing a rate-setting structure
  - Consider the impacts on local school districts, local government, and public and private educational service providers.
- Final report due by July 1, 2019.

## Cost Study

- Contracted with Public Consulting Group (PCG)
- Phase 1 included a national scan on how states fund private special education and rate setting models
  - Conducted initial stakeholders sessions in October 2018 including public schools, local governments, and private providers
  - Preliminary report submitted on December 1 (RD544, 2018)
- Phase 2 includes collection of costs (January 31), analysis and recommendations on a methodology for possible rate setting