

Arlington Public Schools (VA)

Key Federal Performance Indicator Data for Students with Disabilities 2011-2016

Note: Indicators for which APS did not meet the state target are highlighted in orange and provide the Virginia Department of Education target for that year in parentheses. The state sometimes provides a “no greater than” or “no less than” qualifier; for space reasons those are not provided in the table but whether such a qualifier applies to that target should be clear from the context.

Performance Report Indicator¹	2011-2012 (reported on June 1, 2013)	2012-2013 (reported on June 1, 2014)	2013-2014 (reported on June 1, 2015)	2014-2015 (reported on June 1, 2016)	2015-2016 (reported on June 1, 2017)
1. Percent of youth with IEPs graduating from high school with a regular diploma ²	56.5%	55.2%	52.78% (state target 54.21%)	65.02%	53.98% (state target 57.84%)
2. Percent of students with disabilities (SWD) grades 7-12 who dropped out ³	1.03%	0.93%	0.44%	0.54%	0.83%
3. Participation and Performance on Statewide Assessments					

¹ VDOE’s general explanation of each indicator:

http://www.doe.virginia.gov/info_management/data_collection/special_education/performance/indicators_targets.pdf

² “The percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State’s academic standard, such as a certificate or GED) in the standard number of years.”

http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/data_definitions.shtml#graduaterate As defined in 34 CFR 300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”

Collected from End-of-Year Student Record Collection data:

http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml

³ VDOE defines a “dropout” as “an individual in grades 7-12 who was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in the membership, has not graduated from high school or completed a state or district approved educational program and does not meet any of the exclusionary conditions: transfer to another public school district, private school or state or district approved education program, temporary school-recognized absence due to suspension, illness or death.”

http://www.doe.virginia.gov/special_ed/reports_plans_stats/state_performance_plan/2014_revision.pdf (p. 7)

3b1. SWD participation rate for English/reading assessments ⁴	99.7%	99.9%	100%	100%	100%
3b2. SWD participation rate for math assessments	99.7%	99.7%	99.0%	100%	100%
3c1. SWD passing English/reading ⁵	66.1%	51.5%	53%	55.63%	60% (state target 66%)
3c2. SWD passing math	49.6%	49.2%	53%	60.20%	62% (state target 65%)
5. Least Restrictive Environment⁶					
5a. SWD in regular classroom <u>80% or more</u> of day	51.6% (state target 68%)	53.1% (state target 68%)	52.46% (state target 68%)	57.76% (state target 68%)	59.7% (state target 69%)
5b. SWD in regular classroom <u>less than 40%</u> of day	16.6% (state target 8%)	16.3% (state target 8%)	15.36% (state target 12%)	10.49%	8.89%
5c. SWD in separate public or private school or facility	3.7% (state target 1%)	3.8% (state target 1%)	3.72% (state target 3.5%)	3.01%	3.30% (state target 3%)

⁴ Includes students who took the VAAP alternate assessments instead of the SOL assessments.

⁵ Percentages in Indicator 3c exclude students who took the VAAP; percentages measure passage rates of SWD who took the SOL.

⁶ VDOE defines the term “regular classroom” for Indicator 5 reporting purposes to include time the student spends in the hallway, at lunch, and at recess. It is not an indicator solely of classroom or instructional time. See VDOE Calculation Tool for LRE:

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/iep/calculation_tool/index.shtml and

http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/self_assessment/placement_least_restrictive.doc

6. Preschool Least Restrictive Environment ⁷					
6a. Students aged 3-5 with IEPs who attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program ⁸	9% (state target 38%)	49.6%	0.30% (state target 30%)	23.43% (state target 31%)	28.57% (state target 32%)
6b. SWD aged 3-5 with IEPs who attend a separate special education class, separate school, or residential facility ⁹	13.6%	7.2%	18.64%	12.08%	13.84%
Other					

⁷ VDOE Calculation Tool for Preschool LRE:

http://www.doe.virginia.gov/info_management/data_collection/special_education/child_count/va-indicator-6-decision-tree.pdf and http://www.doe.virginia.gov/info_management/data_collection/special_education/child_count/instructions-for-providing-early-childhood-educational-environments-data.pdf and http://www.doe.virginia.gov/info_management/data_collection/special_education/child_count/questions-and-answers-early-childhood-educational-environments.pdf and <https://ideadata.org/B6tools/VA.html> Note that the U.S. Department of Education defines “time spent in the regular classroom”: “To calculate the percentage of time inside the regular classroom, divide the number of hours the child spends inside the regular classroom by the total number of hours in the school day (including lunch, recess and study periods). The result is multiplied by 100.” <https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes> (See Child Count and Educational Environment, p. 16.

⁸ “Regular early childhood program” is defined by the U.S. Department of Education as: “a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP’s).”

<https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes> (See “Child Count and Educational Placement” file, p. 6. VDOE provides the following examples: “Head Start, Kindergarten, Reverse Mainstream Classroom, Private Preschool, Preschool Classes offered to an eligible pre-kindergarten population by the public school system, Group Child Care. NOTE: A student who spends a small amount of time with non-disabled peers, e.g., snack, lunch, recess, does not meet the definition for placement code 17.”

http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/code_values/special-ed-placement-codes.pdf

⁹ “Separate class” is defined as: “special education programs that include less than 50 percent non-disabled children. These include, but are not limited to, special education and related services provided in special education classrooms in: Regular school buildings, Trailers or portables outside regular school buildings, Child care facilities, Hospital facilities on an outpatient basis, Other community-based settings”; “Separate school” is defined as “students who receive educational programs in public or private day schools designed specifically for children with disabilities. Students who are placed into approved private day schools for purposes of special education are funded through the Comprehensive Services Act (CSA).” http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/code_values/special-ed-placement-codes.pdf

11. District's completion of Part B eligibility process within 65 business days	99.1% (state target 100%)	100%	98.40% (state target 100%)	98.88% (state target 100%)	97.58% (state target 100%)
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Sources

2011-2012: http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2011-2012/arlington.pdf

2012-2013: http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2012-2013/arlington.pdf

2013-2014: http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2013-2014/arlington.pdf

2014-2015: http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2014-2015/arlington.pdf

2015-2016: http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2015-2016/spp-app/arlington.pdf

Non-Federal Performance Indicator Data of Note

SWD Head Count	December 1, 2013	December 1, 2014	December 1, 2015	December 1, 2016	December 1, 2017
IEP	3440 (77 students ages 19+; 348 students ages 2-5)	3605 (68 students ages 19+; 447 students ages 2-5)	3627 (68 students ages 19+; 476 students ages 2-5)	3762 (71 students ages 19+; 500 students ages 2-5)	3956 (tentative, as of October 1)
Section 504 Plan					

Sources

2013 IEP: http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2013.pdf

2014 IEP: http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2014.pdf

2015 IEP: http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2015.pdf

2016 IEP: http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2016.pdf

2017 IEP:

English Language Learners

As of October 2017, there are **3956** students with IEPs in Arlington, and **1237** of them, or **31.3%**, are **English language learners**. Overall in APS, according to information presented at the Advisory Committee on Instruction meeting in early October 2017, there are **6368 English language learners** in APS, or **25.7%** of the total APS student population. The over-representation is shown with two statistics: (1) 31.3% is higher than 25.7% -- that is, a significantly greater share of the APS SWD population is comprised of ELs than should be given the 25.7% overall APS English learner figure, and (2) 19.4% of ELs (1237 out of 6368) have IEPs, which is significantly higher than the 14% SWD rate that holds for the rest of the APS population (i.e., 14% of APS students have IEPs, and it shouldn't be higher than that for particular demographic groups).

Twice Exceptional Students

As of November 9, 2017, there are 355 APS students who are currently identified as Twice Exceptional (students with IEPs who are also identified as gifted in one or more areas)¹⁰

¹⁰ Presented by APS consultant Janet Quantrille at SEPTA Meeting on Twice Exceptionality on November 9, 2017.

Funding Information

http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml

For Fiscal Year 2018, Arlington is allocated \$6,945,078 for special ed private schools from CSA funding. Arlington has a 46.02% match rate, meaning that it pays \$3,195,802 and the state pays \$3,749,276 of that total amount. 216 students are served by this funding.

<http://www.ocs.csa.virginia.gov/publicstats/pool/poolreports/localitybyyear.cfm>

(Fairfax and Falls Church together have a total allocation of \$37,669,673, with \$20,298,585 coming from the state, and \$17,371,088 coming from the localities. Arlington's proportional take is substantially higher than Fairfax's, given that APS has 10% the number of students with IEPs as Fairfax County.)

FY18 Children's Services Act funding allocation for APS to place special education students in private schools:

http://www.ocs.csa.virginia.gov/html/statewide_statistics/alloc.cfm