

*Education is an essential prerequisite for employment and independent living.* Historically, access to education for children with disabilities was nonexistent or limited to segregated settings. Today, children with disabilities are entitled to a free and appropriate public education in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA) and under Section 504 of the Rehabilitation Act of 1973. While these laws have increased access to public education, children with disabilities continue to face challenges to full inclusion.

## EDUCATION TRENDS

### QUALITY

*Though some progress has been made, many students with disabilities are still not being educated alongside their peers without disabilities, and students with disabilities are being disproportionately suspended or expelled. They are also passing reading and math Standards of Learning (SOLs) at rates lower than students without disabilities, though there has been improvement in math SOL pass rates. Similarly, more students with disabilities are graduating on time, but almost 40% of students with disabilities are not, and their graduation rates remain far below that of other students.*

QUALITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Preschool Integration</i>	↓	↑	↓
<i>School-age Integration</i>	↑	↑	↑
<i>*Disproportionate Suspension and Expulsion Rates for Students with IEPs</i>	↑	N/A	N/A
<i>Disproportionate Suspension and Expulsion Rates by Race/ Ethnicity for Students with IEPs</i>	↑	↑	N/A
<i>Proportion of School-related Arrests Attributed to Students with Disabilities</i>	N/A	↑	N/A
<i>Reading SOL Pass Rates for Students with Disabilities</i>	↓	↔	↓
<i>Mathematics SOL Pass Rates for Students with Disabilities</i>	↑	↑	↑
<i>Graduation Rate for Students with Disabilities</i>	↑	↑	↑
<i>Post-High School Rate of Education, Training, or Employment</i>	↑	↑	↑

*\*Due to changes in methodology for the indicator disproportionate suspension and expulsion rates for students with IEPs, only data from 2016 and onwards are referenced in the trend summary chart. For more information on the methodological changes, please see the indicator summary page or Data Sources & Limitations section in the full trend report.*

## EDUCATION TRENDS

### ACCESSIBILITY

*Available data on access to special education services focuses on timeliness. Nearly all students have consistently received a timely evaluation of eligibility for special education services, and nearly all students who are referred from early intervention to special education services have consistently had their Individualized Education Programs (IEPs) developed on time.*

ACCESSIBILITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Timely Initial Evaluation for Special Education Services</i>	↔	↔	↔
<i>Timely Development of IEP for Children Transitioning from Early Intervention Services</i>	↔	↔	↔

**When interpreting this trend summary, it is important to note that all trends are based on the most recent data available at the time of trend report development. As a result, some indicator trends may be based on data that is older or newer than other indicator data. Data, years for which data was available, and further discussion of each indicator's trends are included on the indicator summary pages in the trend report. Additionally, the trend arrows are based on the percentage change over time. Please note that changes less than one percent are deemed "about the same" and indicated with "↔." This threshold does not indicate statistical significance, so it is possible that fluctuations greater or less than one percent were due to random chance. More information on how the trend summary was determined is included in the Data Sources & Limitations section of the full report document. Trend arrows are color-coded accordingly to their relation to the value category. If the trend direction promotes quality, satisfaction, or accessibility, the trend arrow is green. If the trend does not promote quality, satisfaction, or accessibility, the trend arrow is red. Additionally, because the list of indicators for this trend report is extensive, not every indicator is discussed in this trend summary. For more information on indicators not discussed, as well as their data sources, please see their indicator summary.**

***The Virginia Board for People with Disabilities hopes this report helps policymakers, advocates, and the general public easily track performance over time and identify areas for improvement across the disability services system.***

**For the full report, please visit the Board's website: [www.vaboard.org](http://www.vaboard.org)**

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