

# Data Analysis



# West Virginia's Landscape

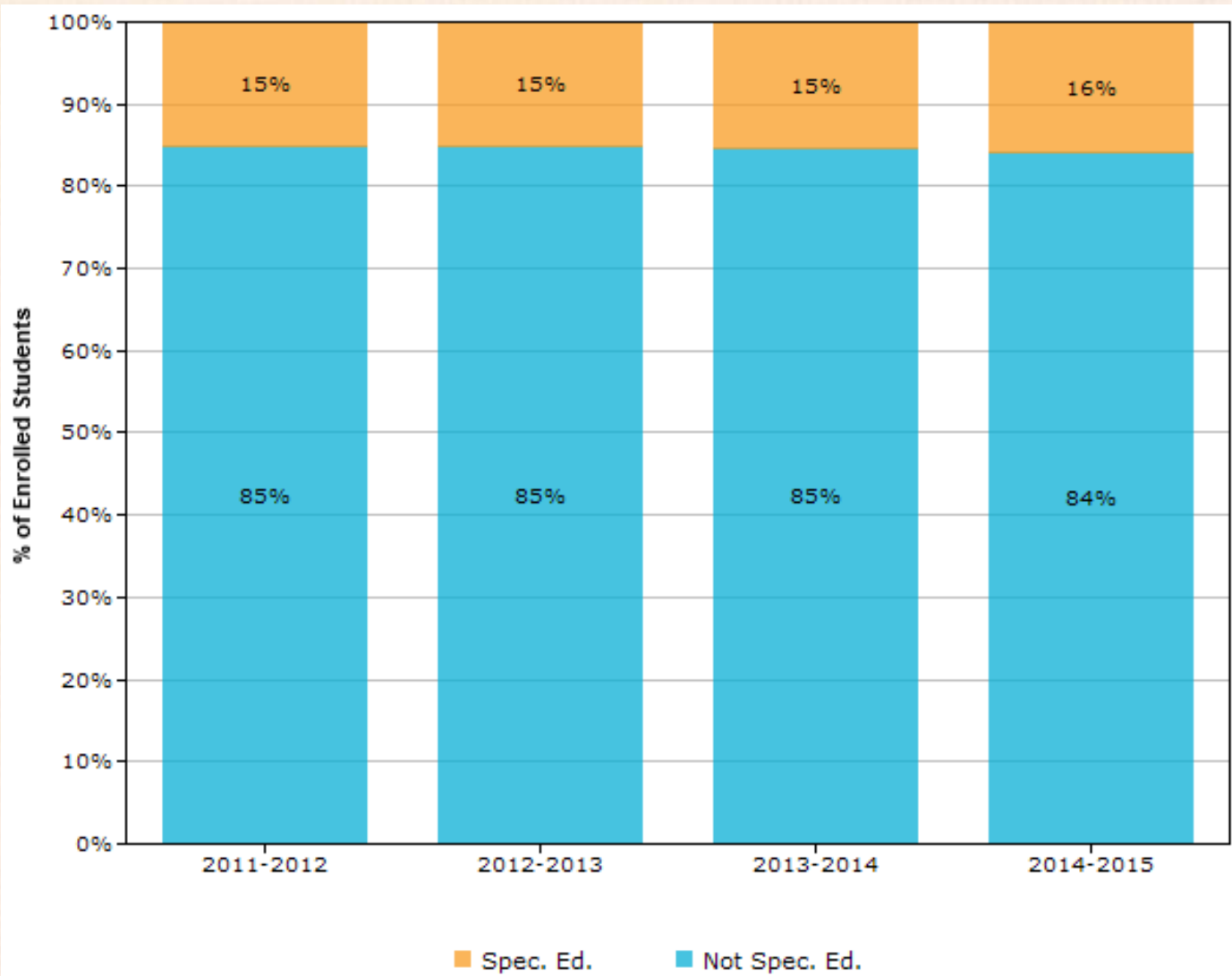
Demographic Data



# West Virginia's Landscape

- The State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data (including stakeholder input) to select the draft SIMR and start to identify root causes contributing to low performance.

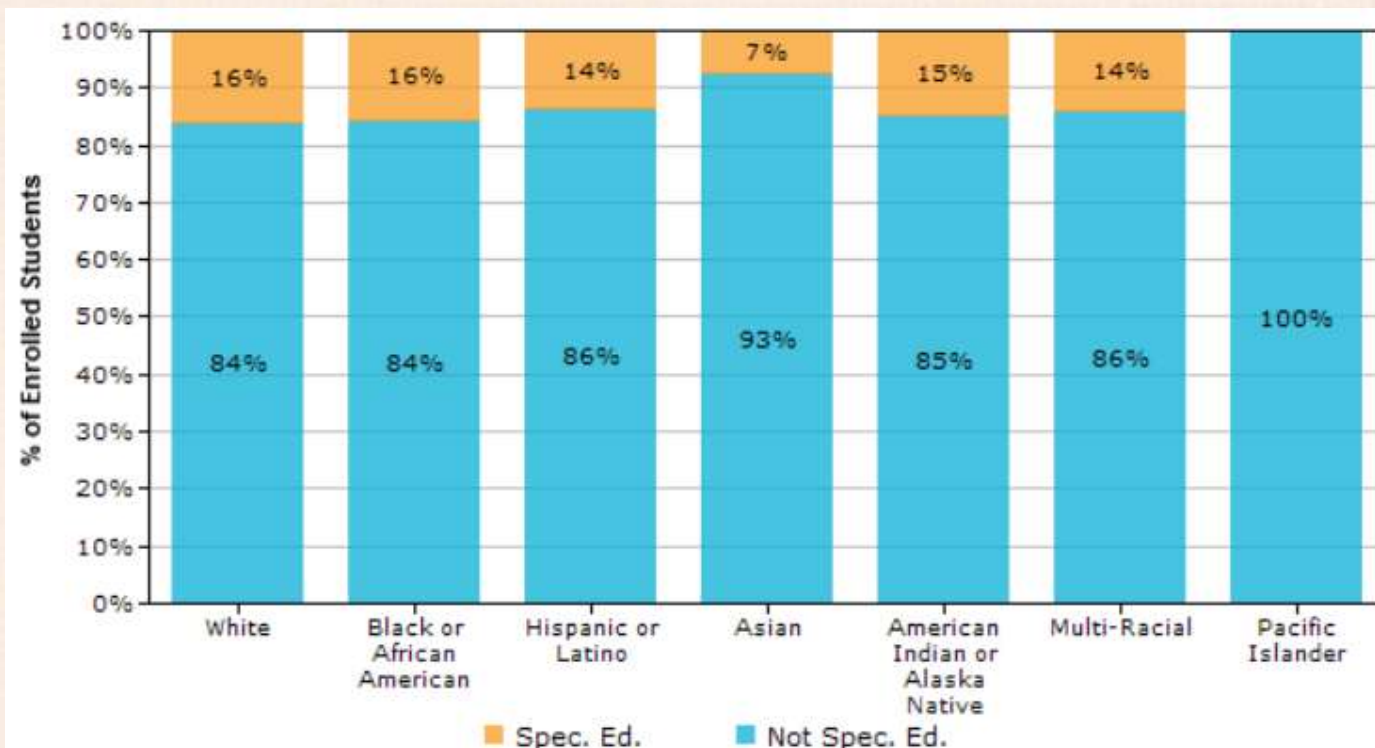
## State Enrollment by Special Education Status Trend



School Year	Spec Ed	Total
2011-2012	Not Spec. Ed.	235215
2011-2012	Spec. Ed.	41727
2012-2013	Not Spec. Ed.	234916
2012-2013	Spec. Ed.	42036
2013-2014	Not Spec. Ed.	232926
2013-2014	Spec. Ed.	42597
2014-2015	Not Spec. Ed.	231113
2014-2015	Spec. Ed.	43250



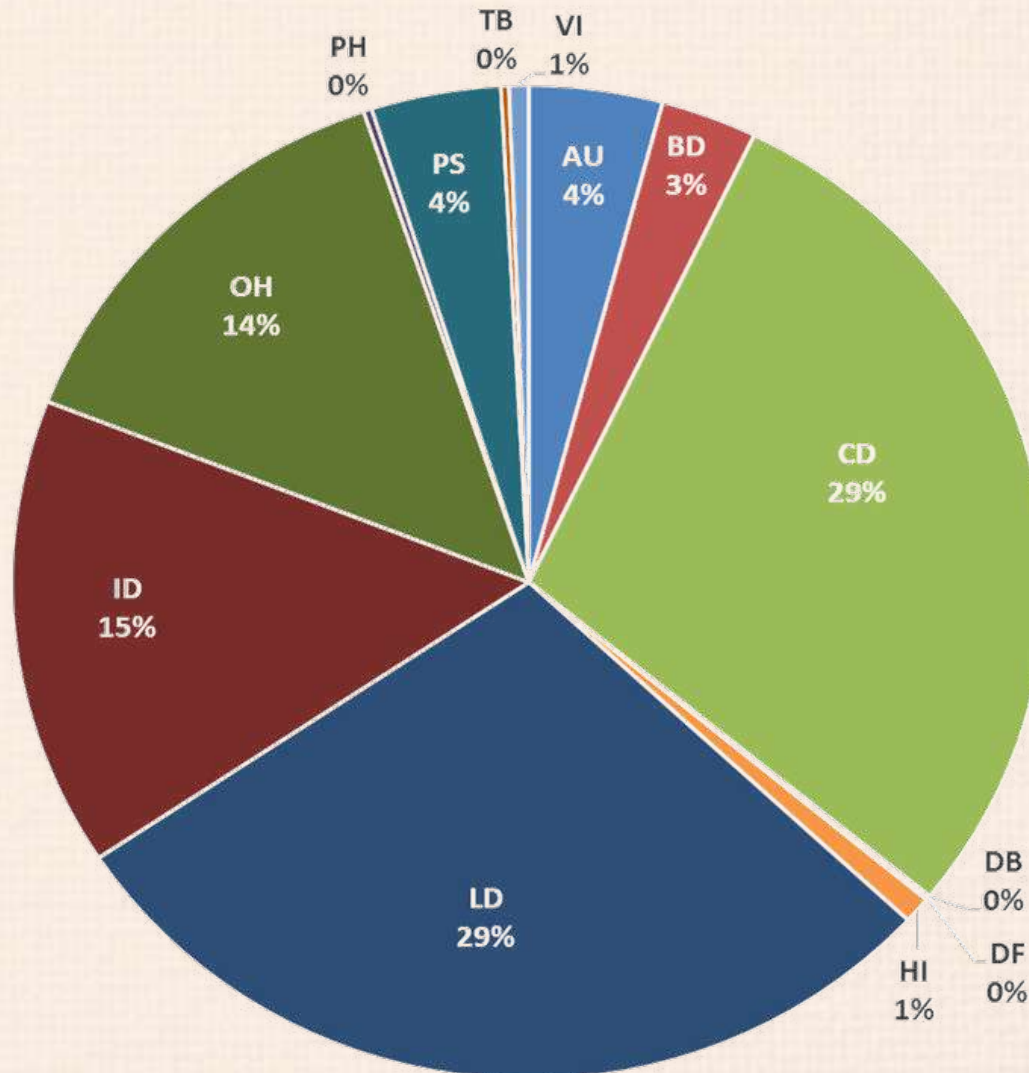
## Special Education Status by Race for 2014-2015



Student Race	Spec Ed	Total
American Indian or Alaska Native	Not Spec. Ed.	261
American Indian or Alaska Native	Spec. Ed.	46
Asian	Not Spec. Ed.	1585
Asian	Spec. Ed.	128
Black or African American	Not Spec. Ed.	10788
Black or African American	Spec. Ed.	1981

Student Race	Spec Ed	Total
Hispanic or Latino	Not Spec. Ed.	3610
Hispanic or Latino	Spec. Ed.	569
Multi-Racial	Not Spec. Ed.	5402
Multi-Racial	Spec. Ed.	884
Pacific Islander	Not Spec. Ed.	106
White	Not Spec. Ed.	209361
White	Spec. Ed.	39634

West Virginia Child Count by Disability  
December 1, 2014

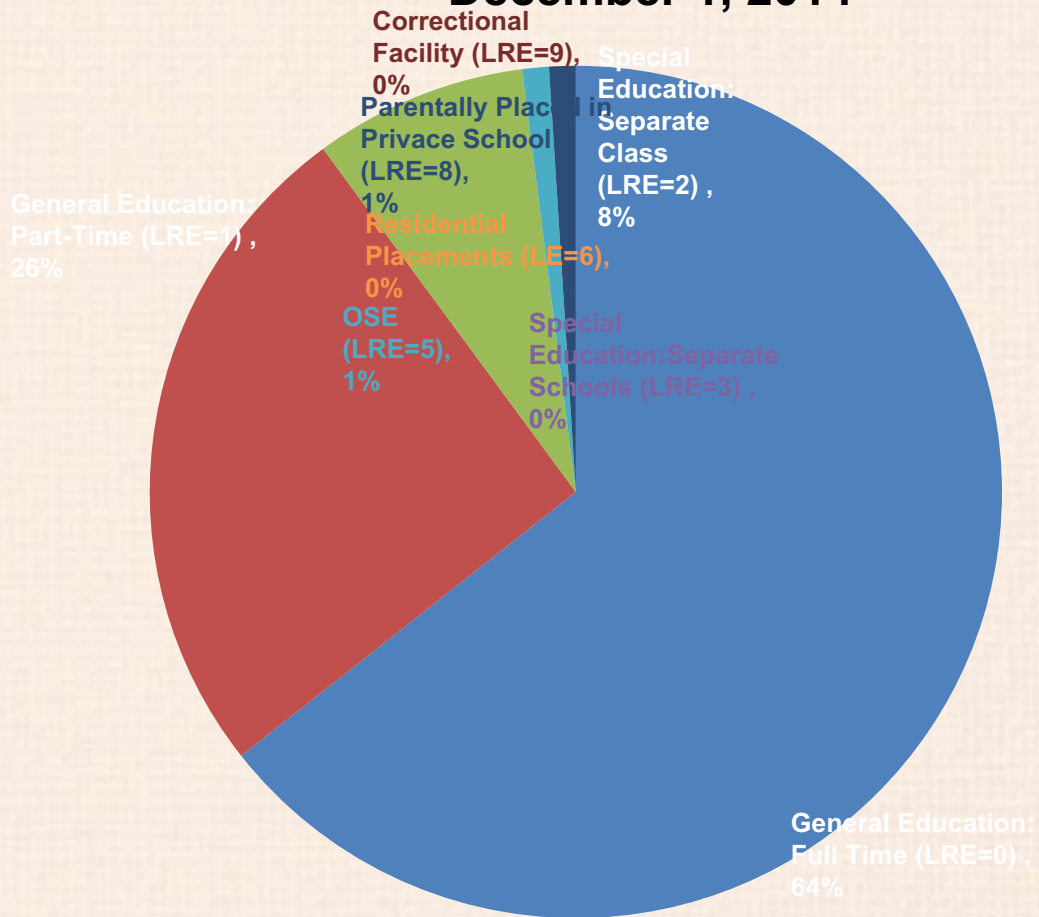




## LEAST RESTRICTIVE ENVIRONMENTS

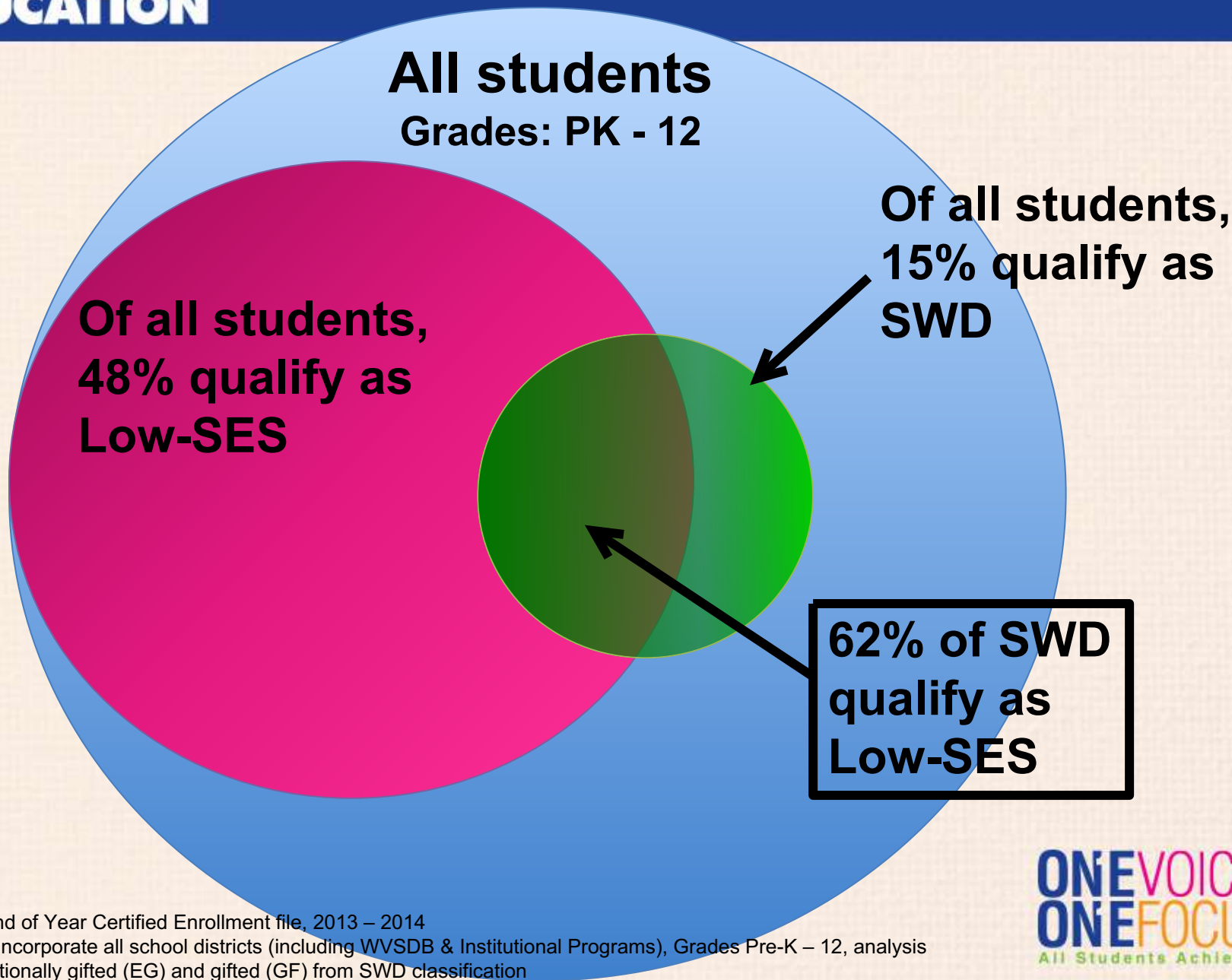
### West Virginia

December 1, 2014





# Student demographics, SY 2013-2014



Data source: End of Year Certified Enrollment file, 2013 – 2014

Notes: Results incorporate all school districts (including WVSD & Institutional Programs), Grades Pre-K – 12, analysis excludes exceptionally gifted (EG) and gifted (GF) from SWD classification

# West Virginia Students with Disabilities - Demographics

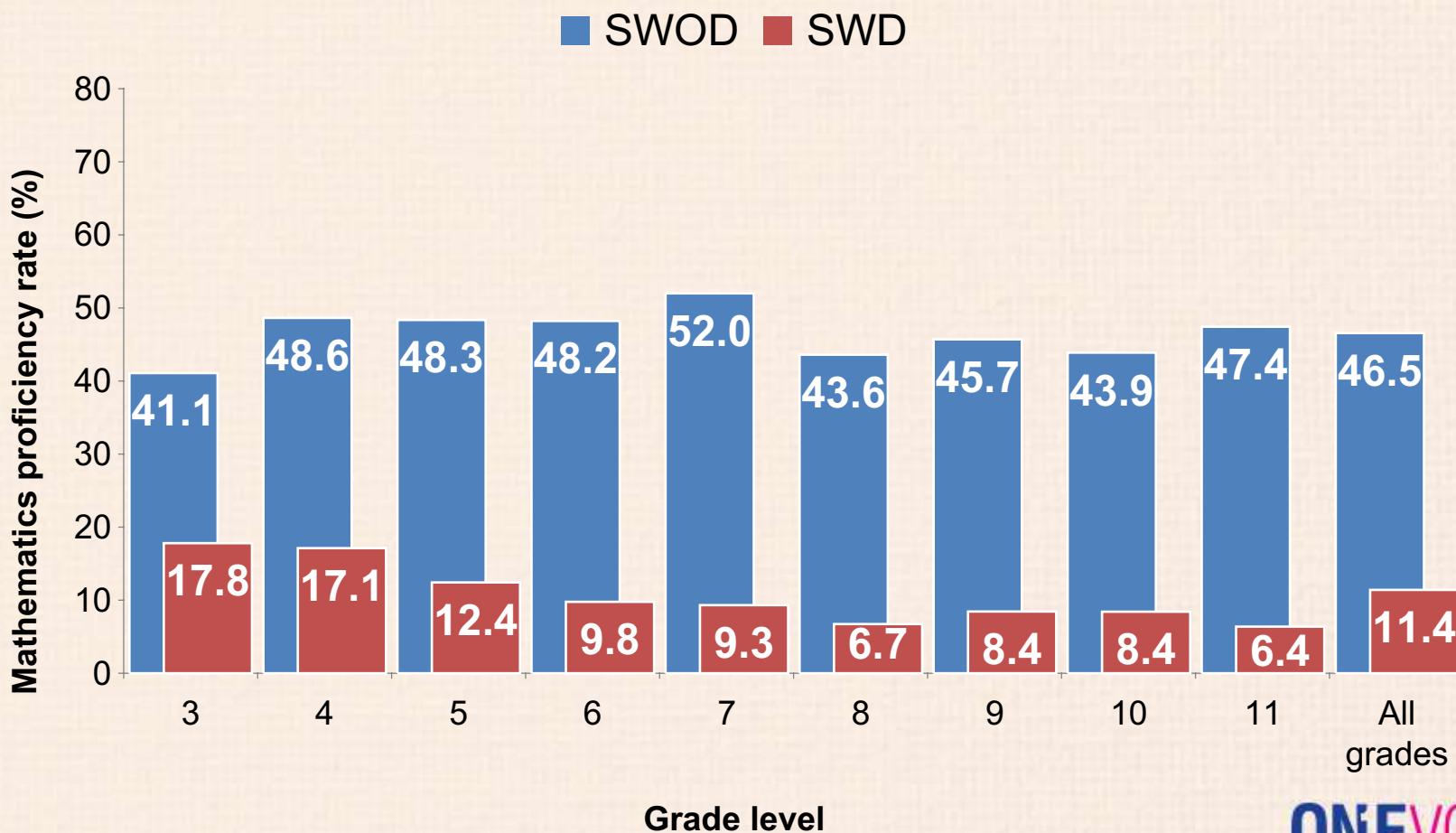
- 43,250 of West Virginia's 274,363 students have IEPs Ages 3-21
- Represent 15-16% of the student population
- Special education status by race between 16% of White and 16% of Black or African American subgroups
- Largest eligibility groups are speech language impaired at 29% and specific learning disabled at 29%
- 16% of students intellectually disabled including mild, moderate, and severe
- 84% of SWDs within average range of intelligence
- Approximately 62% are low socio-economic status (SES)
- West Virginia's percentage of students with disabilities ages 6-21 is 2.8% higher than the nation
- West Virginia's percentage of students with disabilities ages 3-5 is 2.6% higher than the nation

# West Virginia's Landscape

Performance Data – Statewide Assessment



## 2014 Statewide WESTEST 2 Mathematics Proficiency Rates (%) by Grade Level



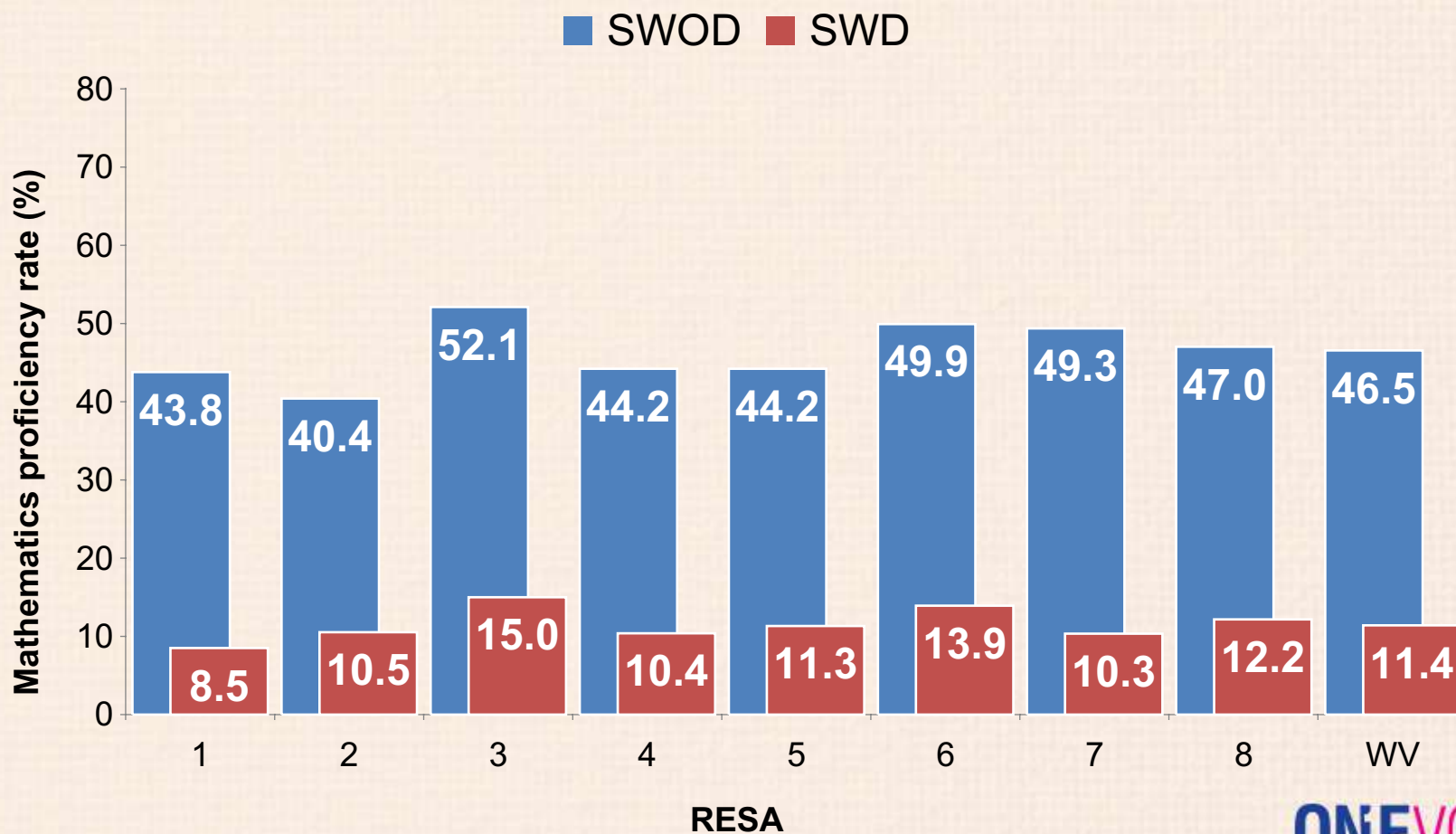


## 2010 - 2014 Statewide WESTEST 2 Mathematics Proficiency Rates (%)

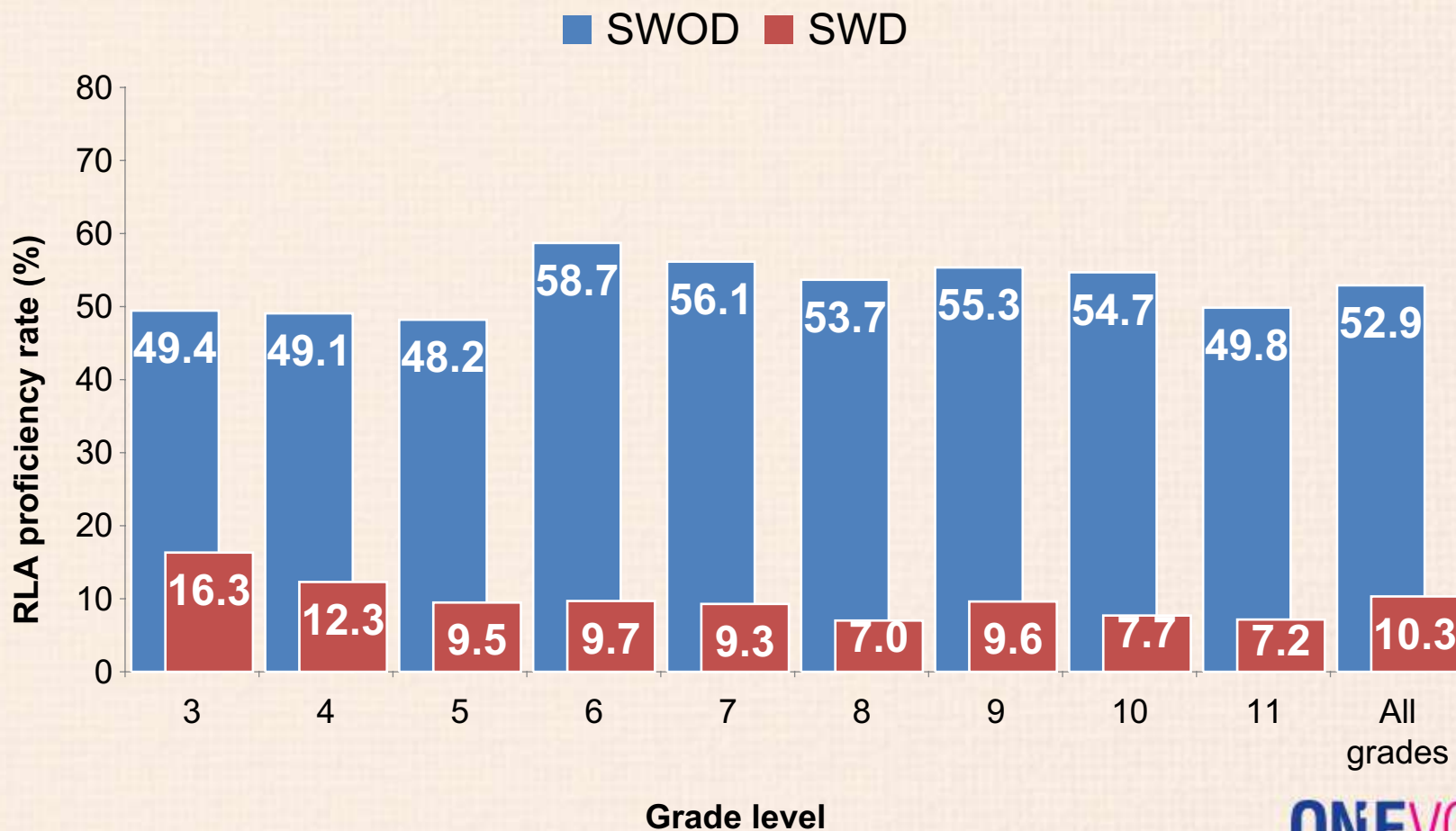


Note: The 2014 WESTEST 2 was an online electronic assessment; all previous years used paper/pencil versions of the assessment.

## 2014 WESTEST 2 Mathematics Proficiency Rates (%) by RESA



## 2014 Statewide WESTEST 2 RLA Proficiency Rates (%) by Grade Level



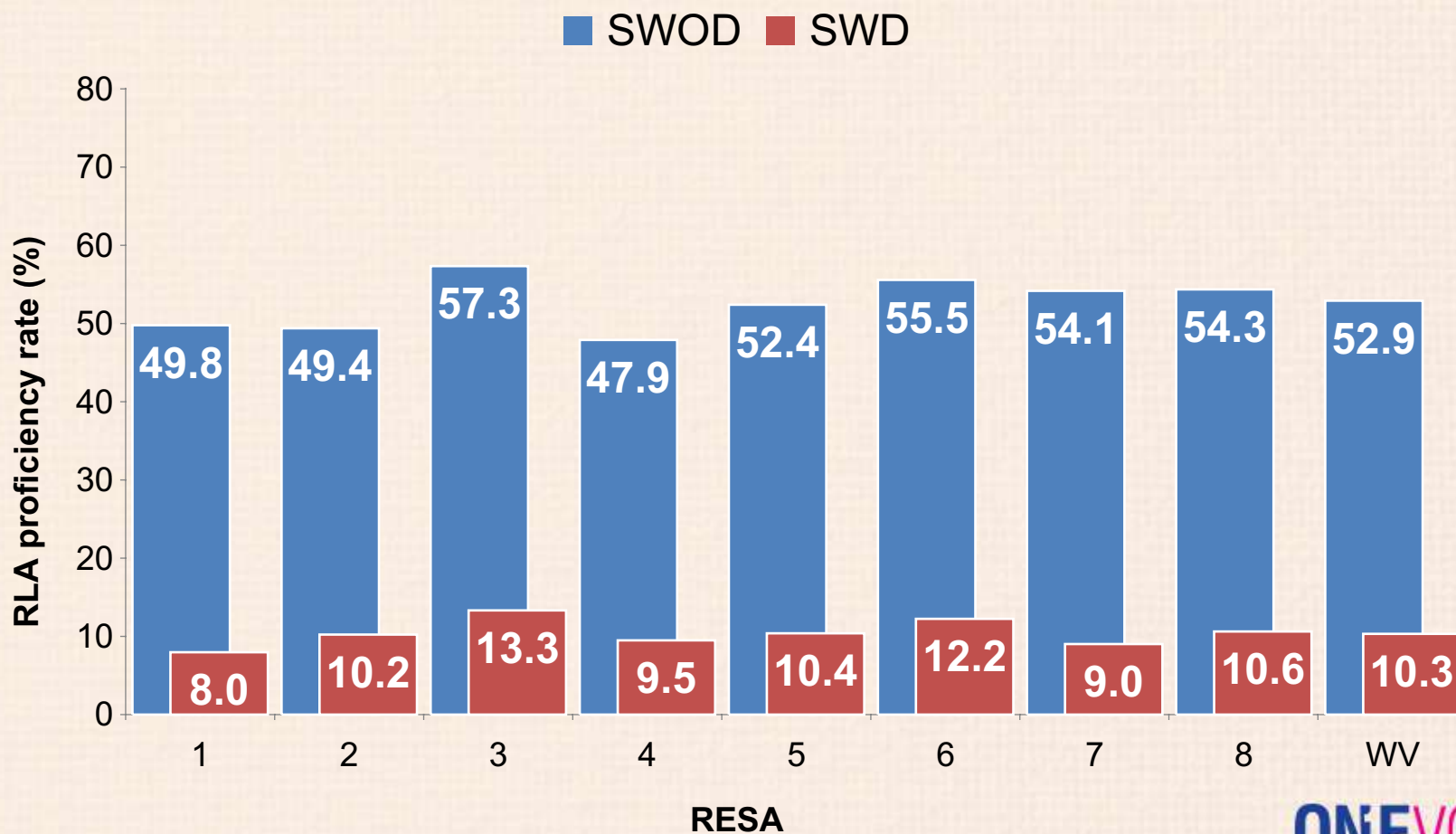
## 2010 - 2014 Statewide WESTEST 2 RLA Proficiency Rates (%)



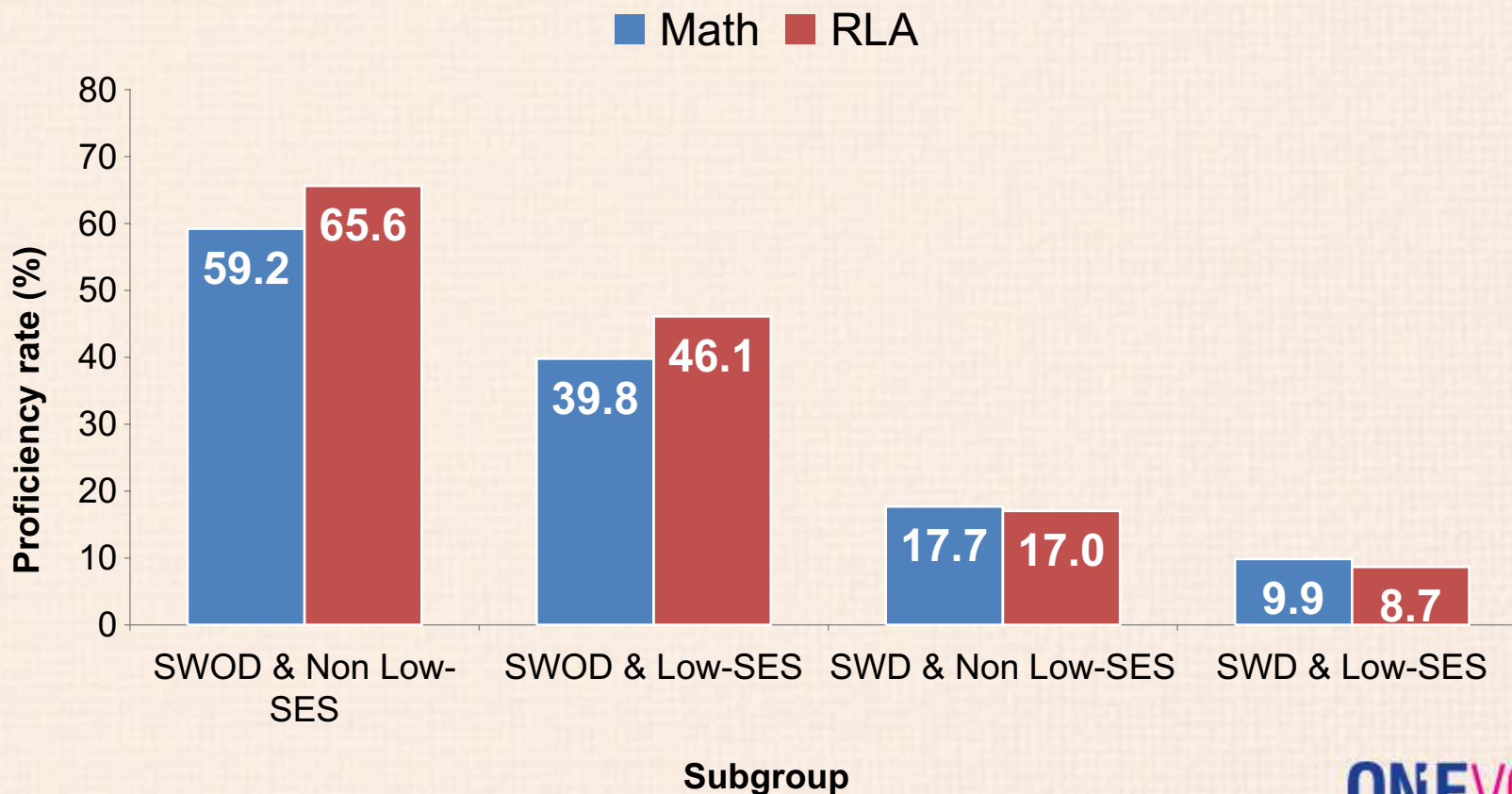
Note: The 2014 WESTEST 2 was an online electronic assessment; all previous years used paper/pencil versions of the assessment.



## 2014 WESTEST 2 RLA Proficiency Rates (%) by RESA



## 2014 Statewide WESTEST 2 Proficiency Rates: Subgroup Combinations



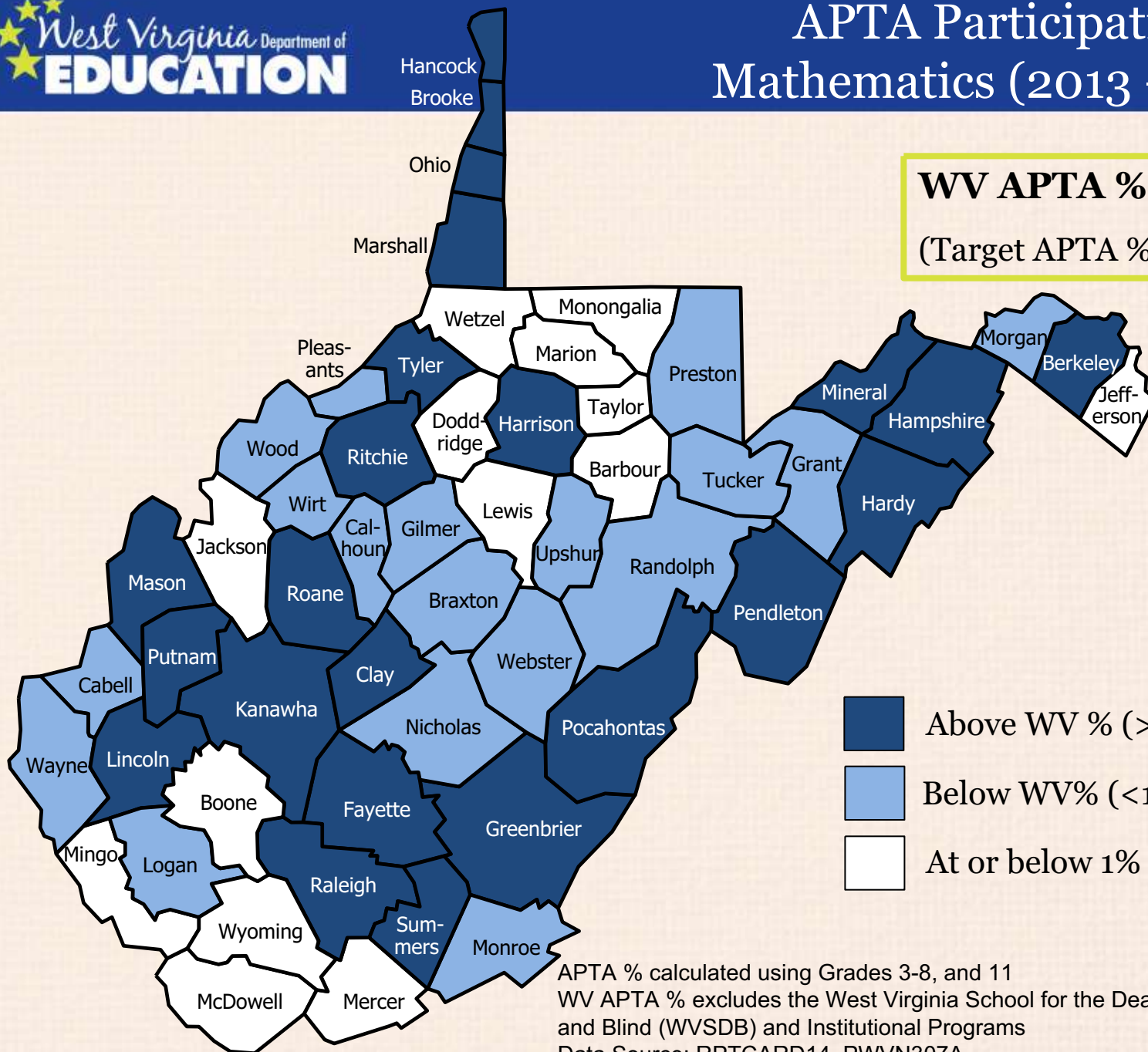
SWOD = Students without disabilities

SWD = Students with disabilities

# APTA Participation: Mathematics (2013 – 2014)

**WV APTA % = 1.43**

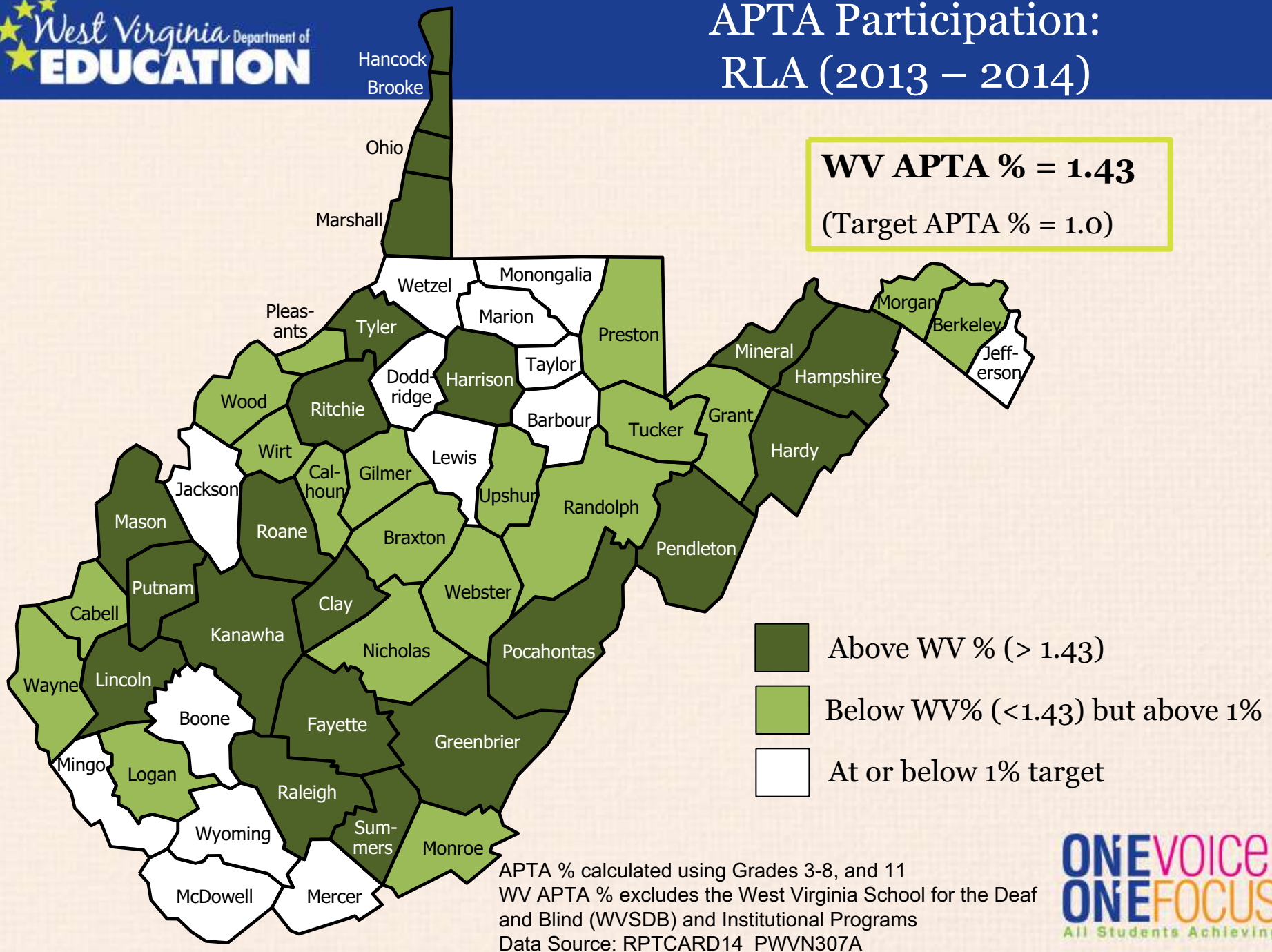
(Target APTA % = 1.0)



- Above WV % (> 1.43)
- Below WV% (<1.43) but above 1%
- At or below 1% target

APTA % calculated using Grades 3-8, and 11  
WV APTA % excludes the West Virginia School for the Deaf and Blind (WVSDB) and Institutional Programs  
Data Source: RPTCARD14\_PWVN307A

## APTA Participation: RLA (2013 – 2014)



APTA % calculated using Grades 3-8, and 11  
WV APTA % excludes the West Virginia School for the Deaf  
and Blind (WVSDB) and Institutional Programs  
Data Source: RPTCARD14 PWWN307A



# West Virginia Students with Disabilities Performance – Statewide Assessment

- The majority of SWD are not proficient in math or reading language arts.
- The mathematics success gap (difference between SWODs and SWDs) is 35.1% for grades 3-11 with the largest gap occurring at grade 7 at 42.7%. Grade 11 had the lowest proficiency rate at 6.4%
- Percentage of proficient SWDs and SWODs fell during 2013-2014. This may be attributed to the WESTEST 2 online electronic administration; all previous years used paper/pencil versions of the assessment.
- SWDs in RESA 3 had the highest math proficiency rates at 15.0% and SWDs in RESA 1 had the lowest rates at 8.5%.
- The reading language arts success gap is 42.6% with the largest gap occurring at grade 6 at 49.0%. Grade 9 had the lowest proficiency rate at 7.0%

# West Virginia Students with Disabilities Performance – Statewide Assessment

- SWDs in RESA 3 had the highest reading language arts proficiency rates at 13.3% and RESA 1 had the lowest rates at 8.0%.
- Non Low-SES and SWD out performed students who were both disabled and low socio-economic status.
- Participation rates for SWD were 98.21% for mathematics and 98.28% for reading language arts.
- 16.0% of SWDs were proficient in science and 12.0% were proficient in social studies
- SWD have not made significant progress over the last five years.
- WV APTA participation is 1.42% which is .42% above the 1.0% allowed.

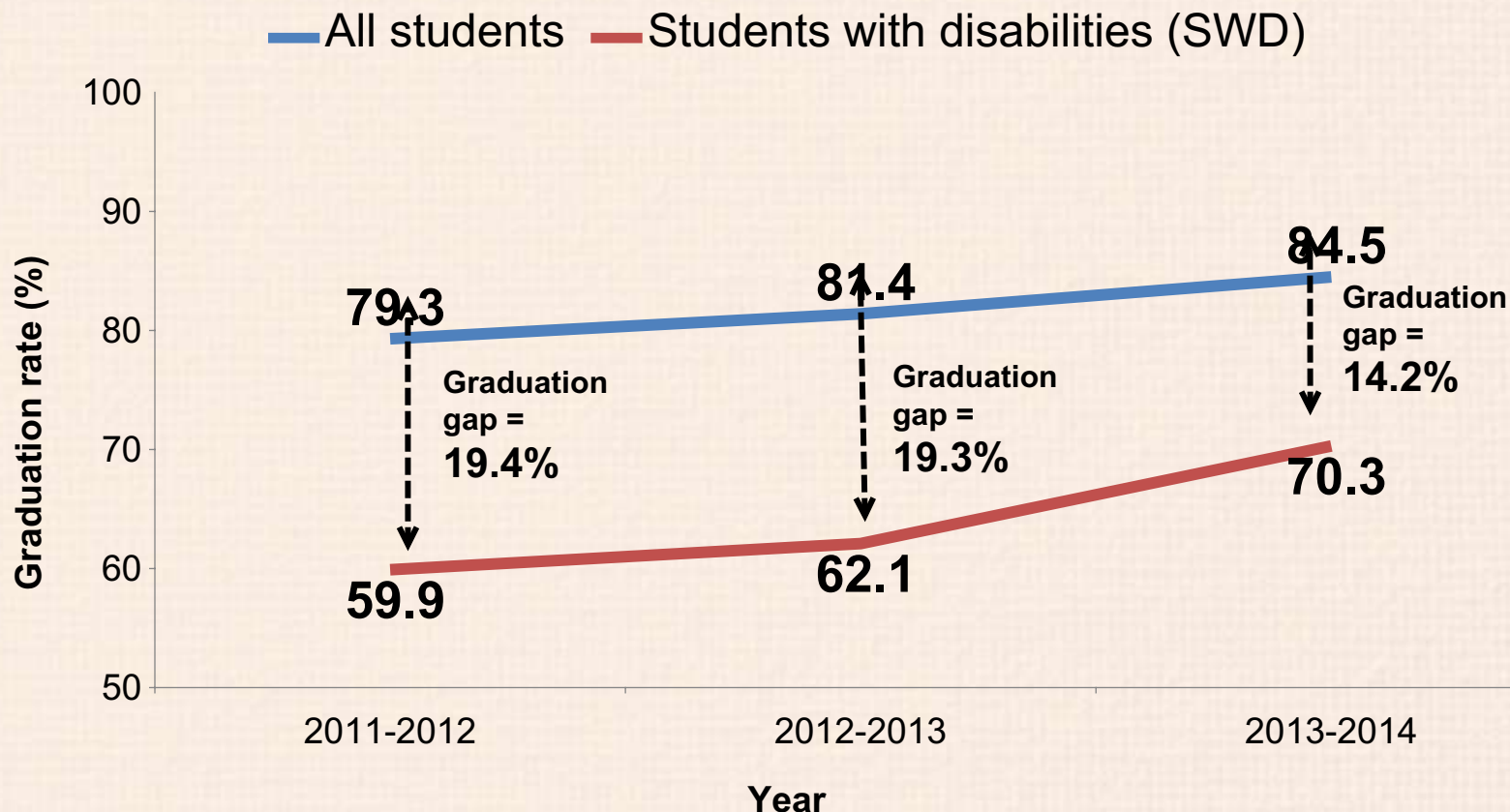
# West Virginia's Landscape

Performance Data – Graduation/Drop out





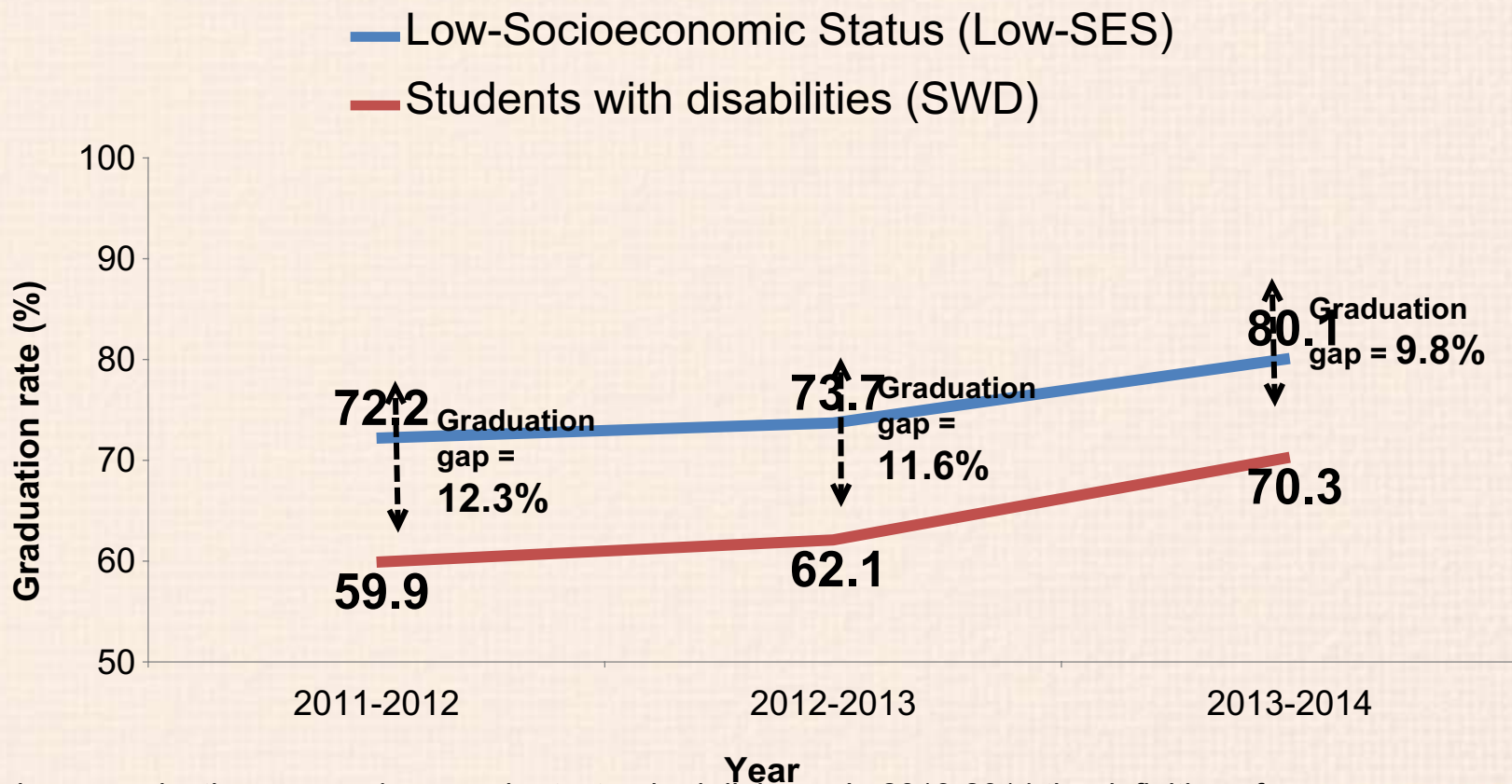
## WV Graduation Rate (%) Trends: 2012 - 2014



Graph shows graduation among 4-year cohort, standard diploma. Data presented are for Cohort Year (actual year of student graduation) which lag 1 year behind Accountability Year.

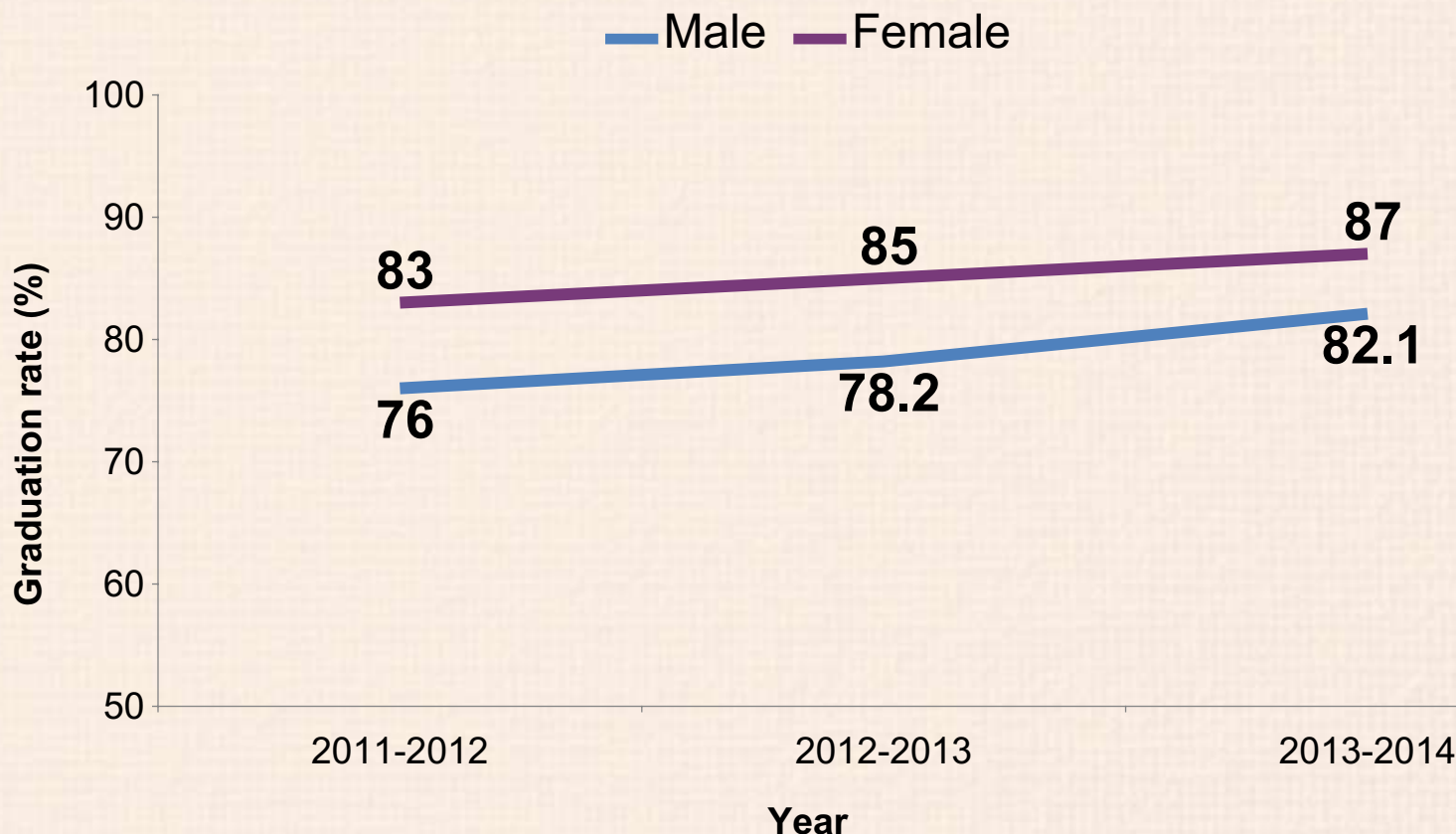


## WV Graduation Rate (%) Trends: 2012 - 2014



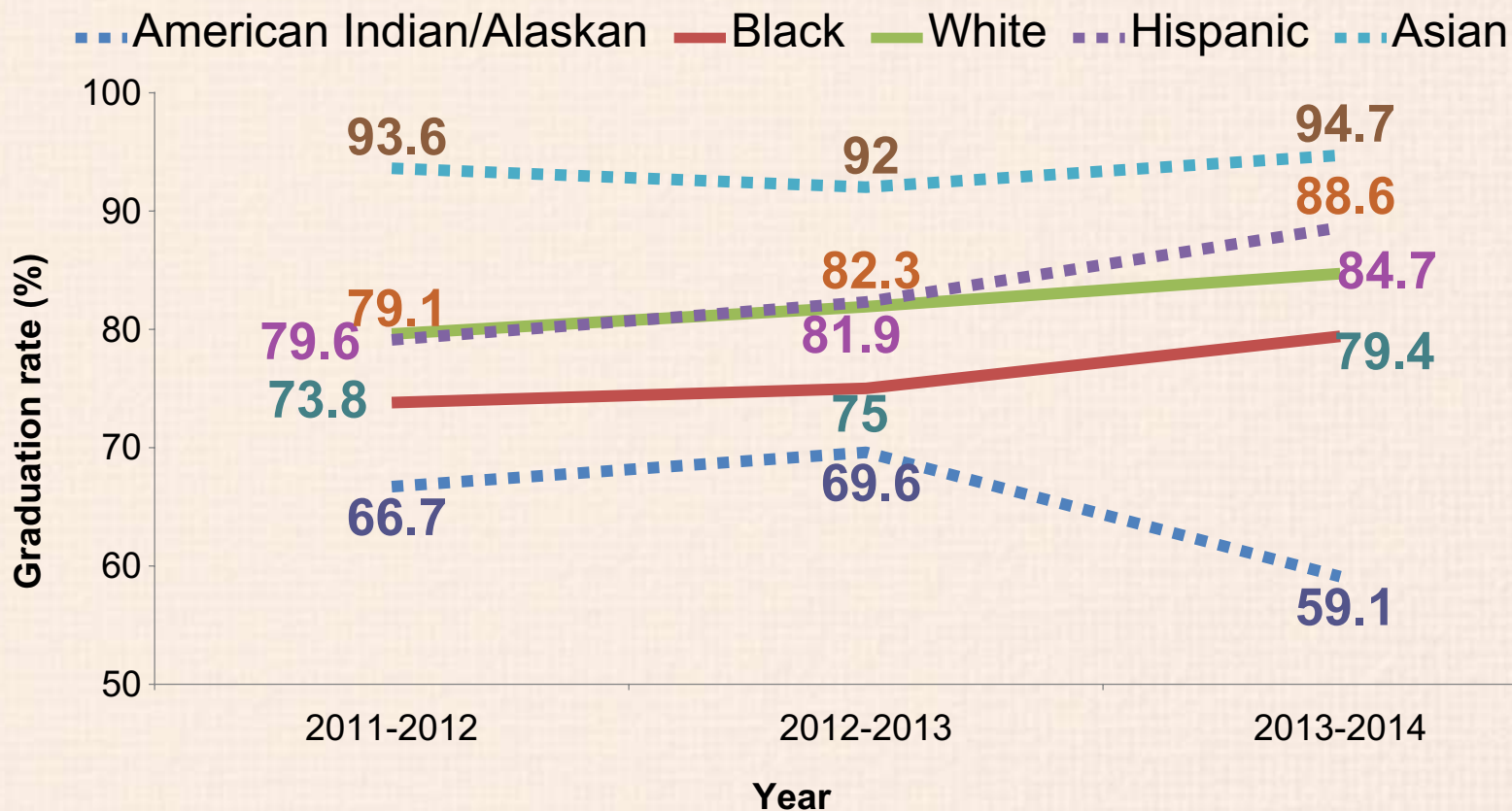
Graph shows graduation among 4-year cohort, standard diploma. In 2013-2014 the definition of low-SES was expanded to include those participating in Community Eligibility Provision (CEP) programs. Subgroups are not mutually exclusive (i.e., a student qualifying as low-SES may also qualify as SWD). Data presented are for Cohort Year (actual year of student graduation) which lag 1 year behind Accountability Year.

## WV Graduation Rate (%) Trends: 2012 - 2014



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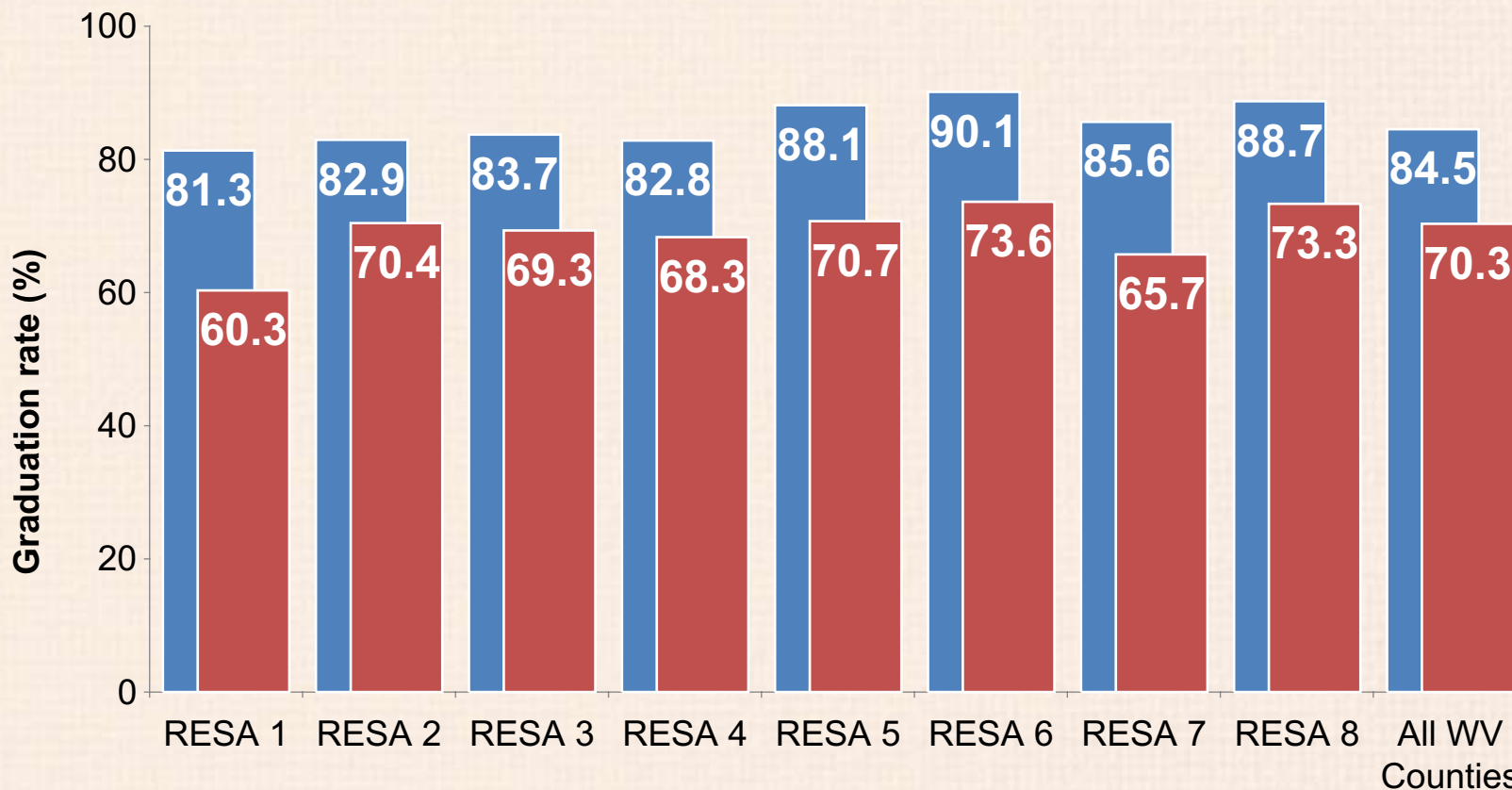
## WV Graduation Rate (%) Trends: 2012 - 2014



Graph shows graduation among 4-year cohort, standard diploma. Data presented are for Cohort Year (actual year of student graduation) which lag 1 year behind Accountability Year.

## WV Graduation Rates (%): 2013 - 2014

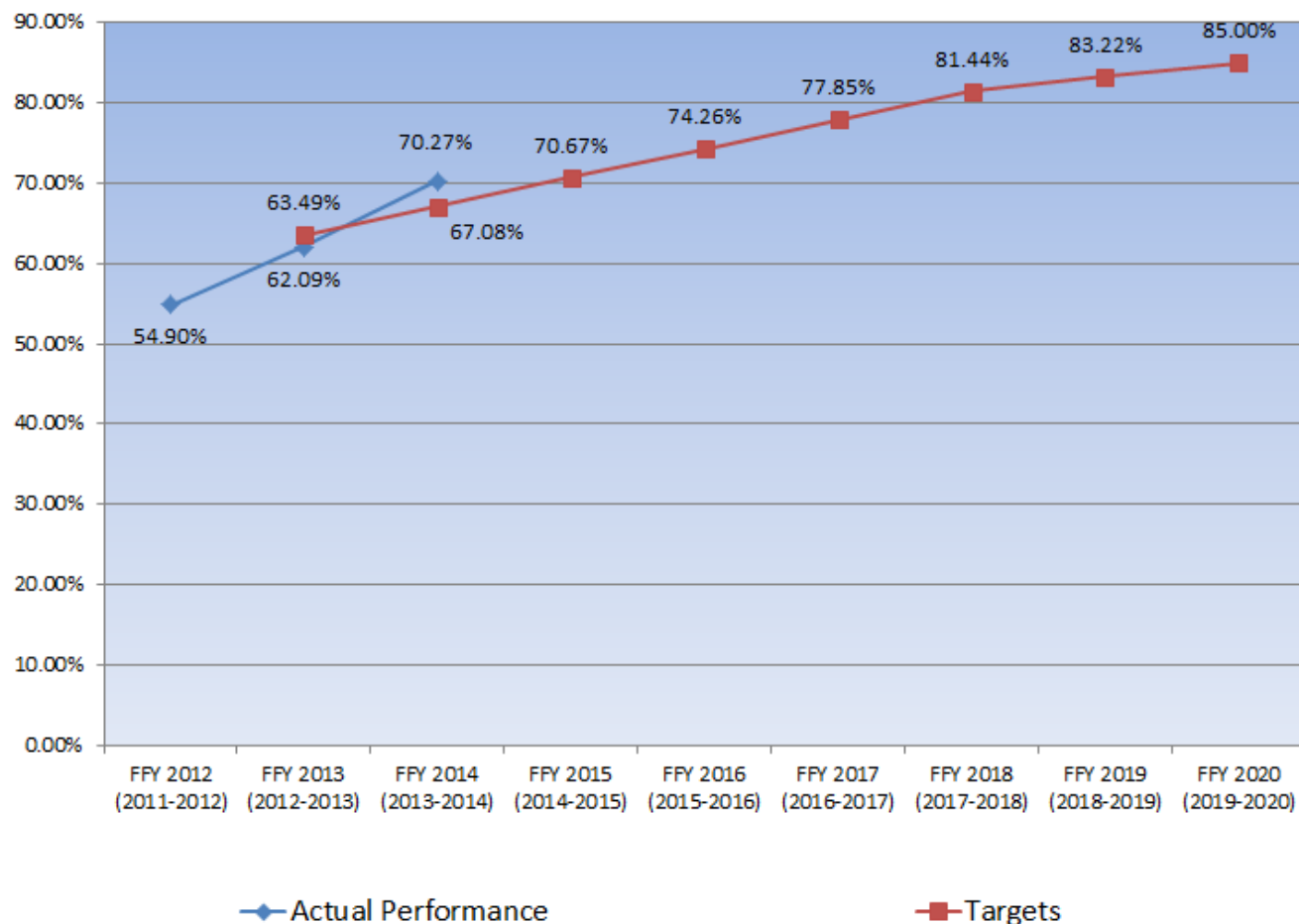
■ All students ■ Students with disabilities (SWD)



Graph shows graduation among 4-year cohort, standard diploma. Data presented are for Cohort Year (actual year of student graduation) which lag 1 year behind Accountability Year.



## Indicator 1: Graduation Targets



# Graduation Rates SWD

2013-2014 - ALL	84.46%
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2013-2014 - SWD	<u>70.27%</u>
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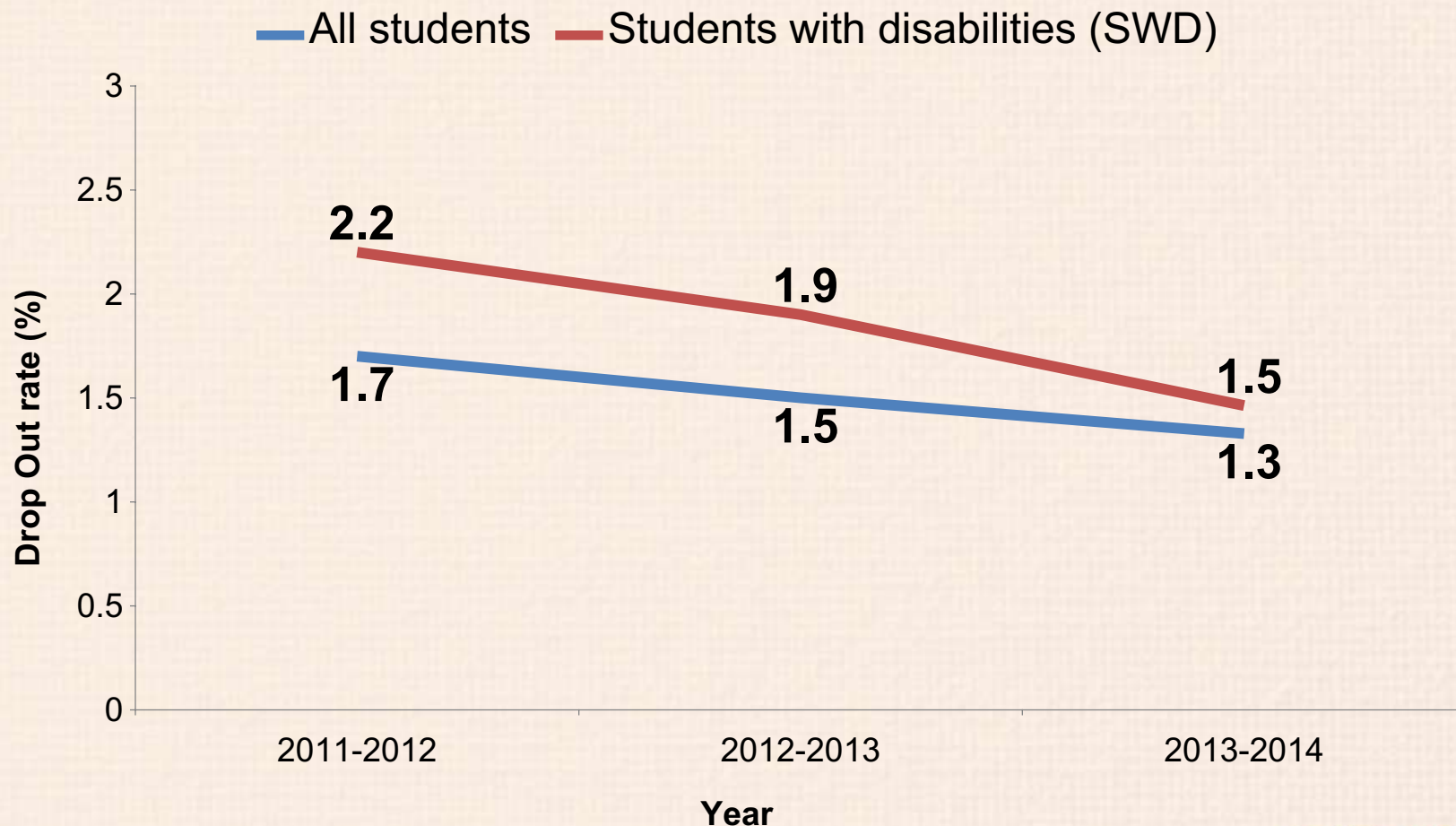
Graduation Gap	14.19%
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Highest Performing LEA	90.06%
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Lowest Performing LEA	<u>33.33%</u>
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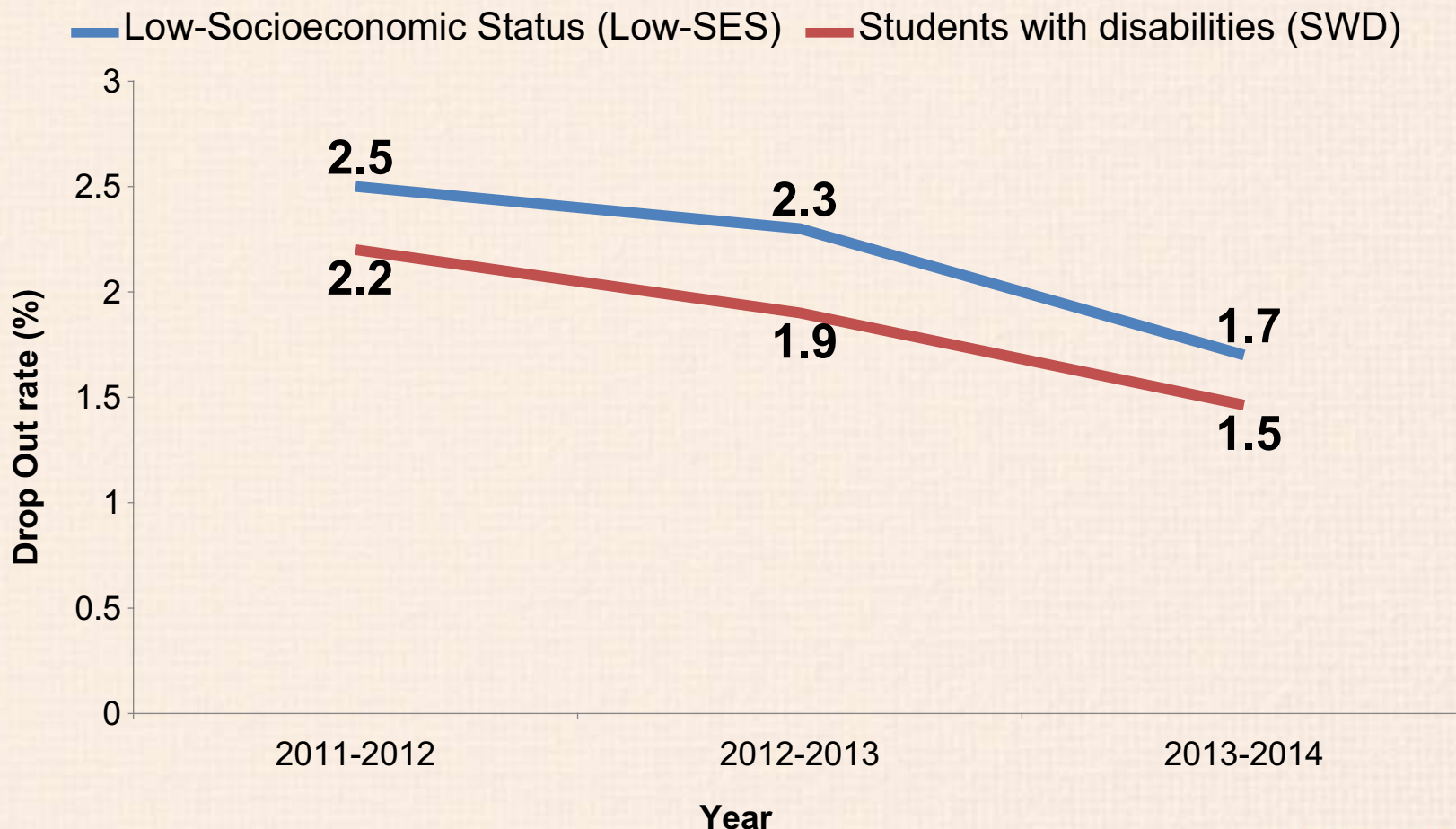
Difference Gap	56.73%
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## WV Drop Out Rate (%) Trends: 2012 - 2014



The drop out gap between the all students group and SWD group has decreased from 0.5% in 2011-2012 to less than 0.2% in 2013-2014.

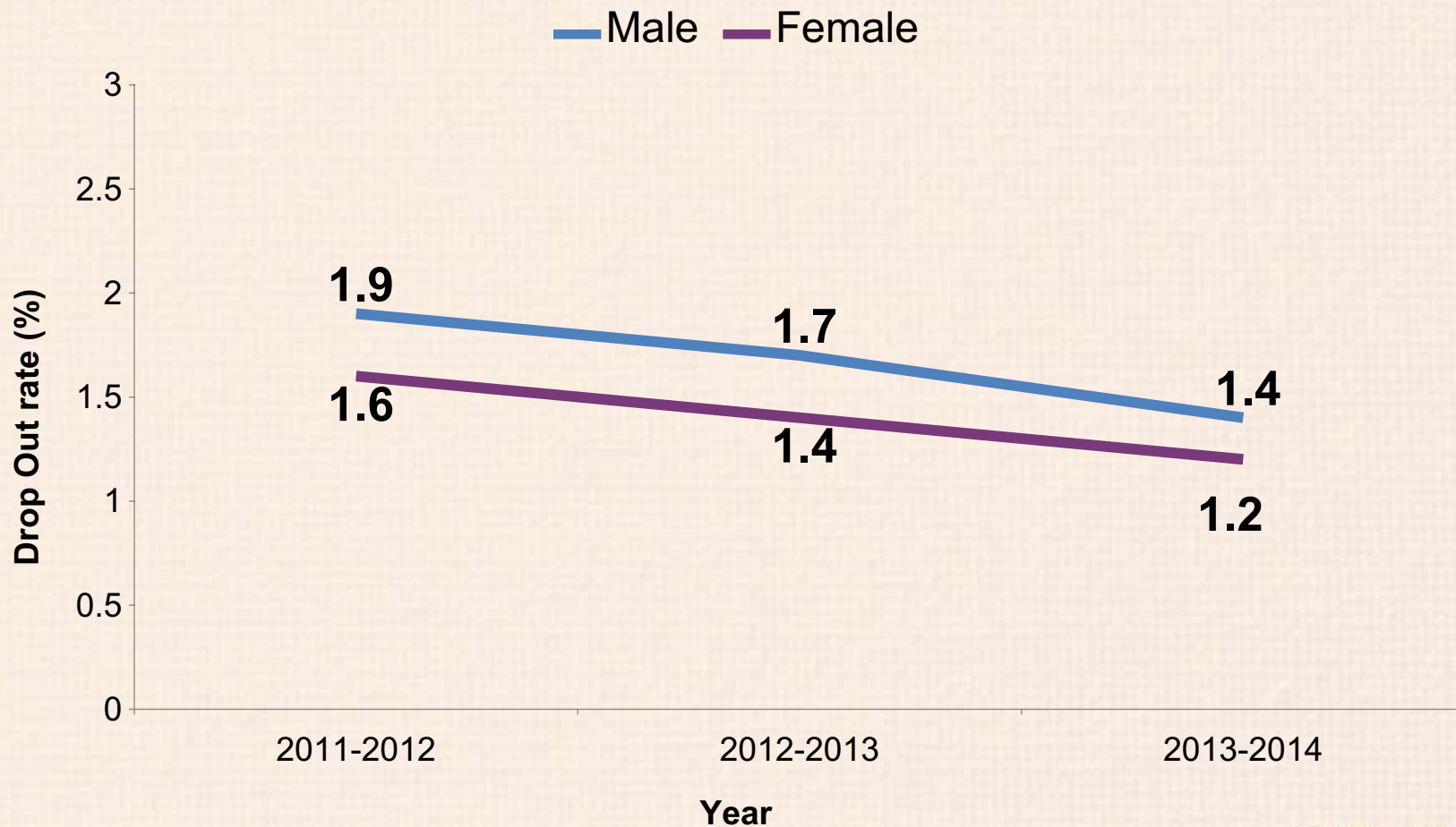
## WV Drop Out Rate (%) Trends: 2012 - 2014



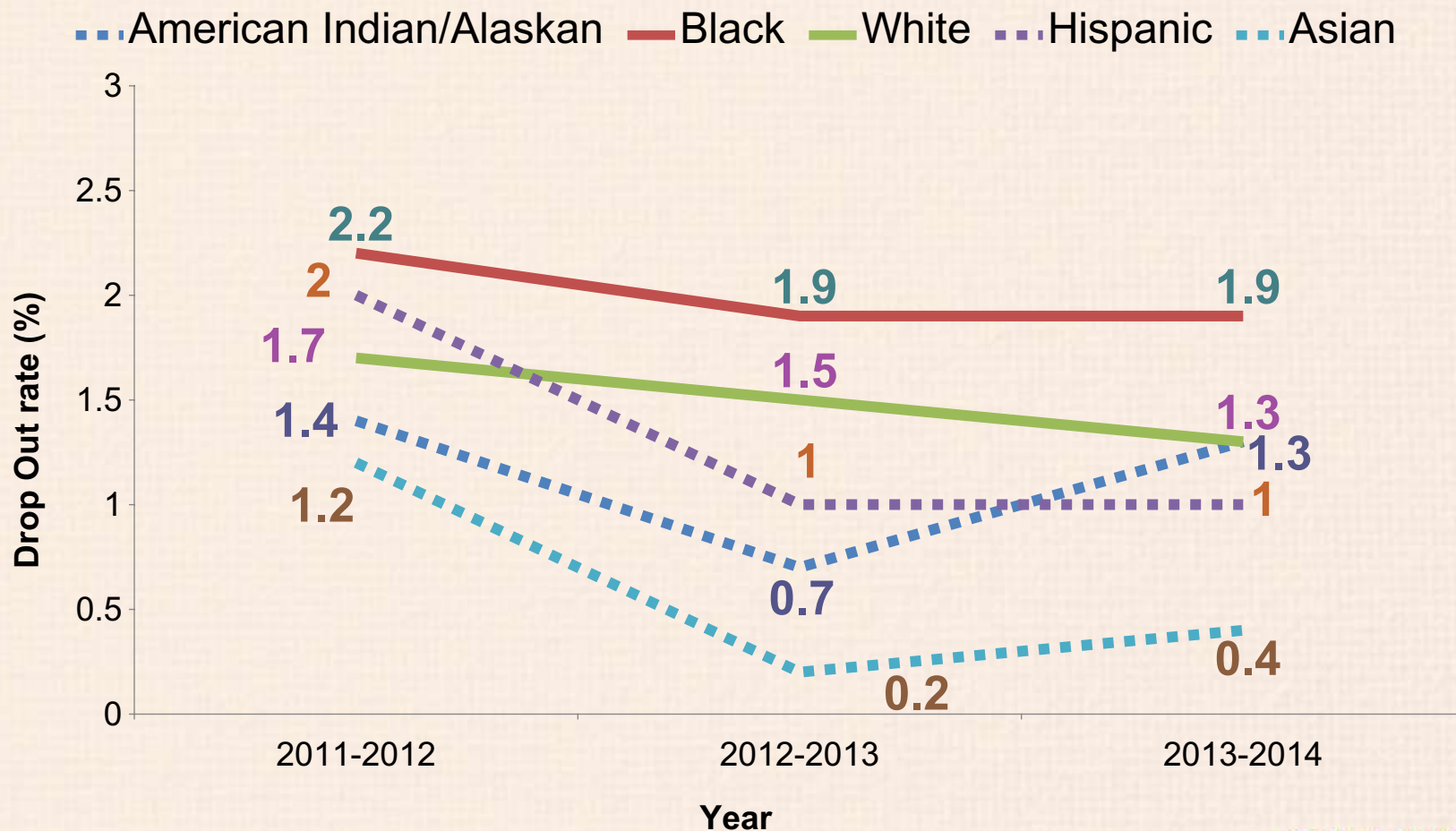
In 2013-2014 the definition of low-SES was expanded to include those participating in Community Eligibility Provision (CEP) programs. Subgroups are not mutually exclusive (i.e., a student qualifying as low-SES may also qualify as SWD).



## WV Drop Out Rate (%) Trends: 2012 - 2014

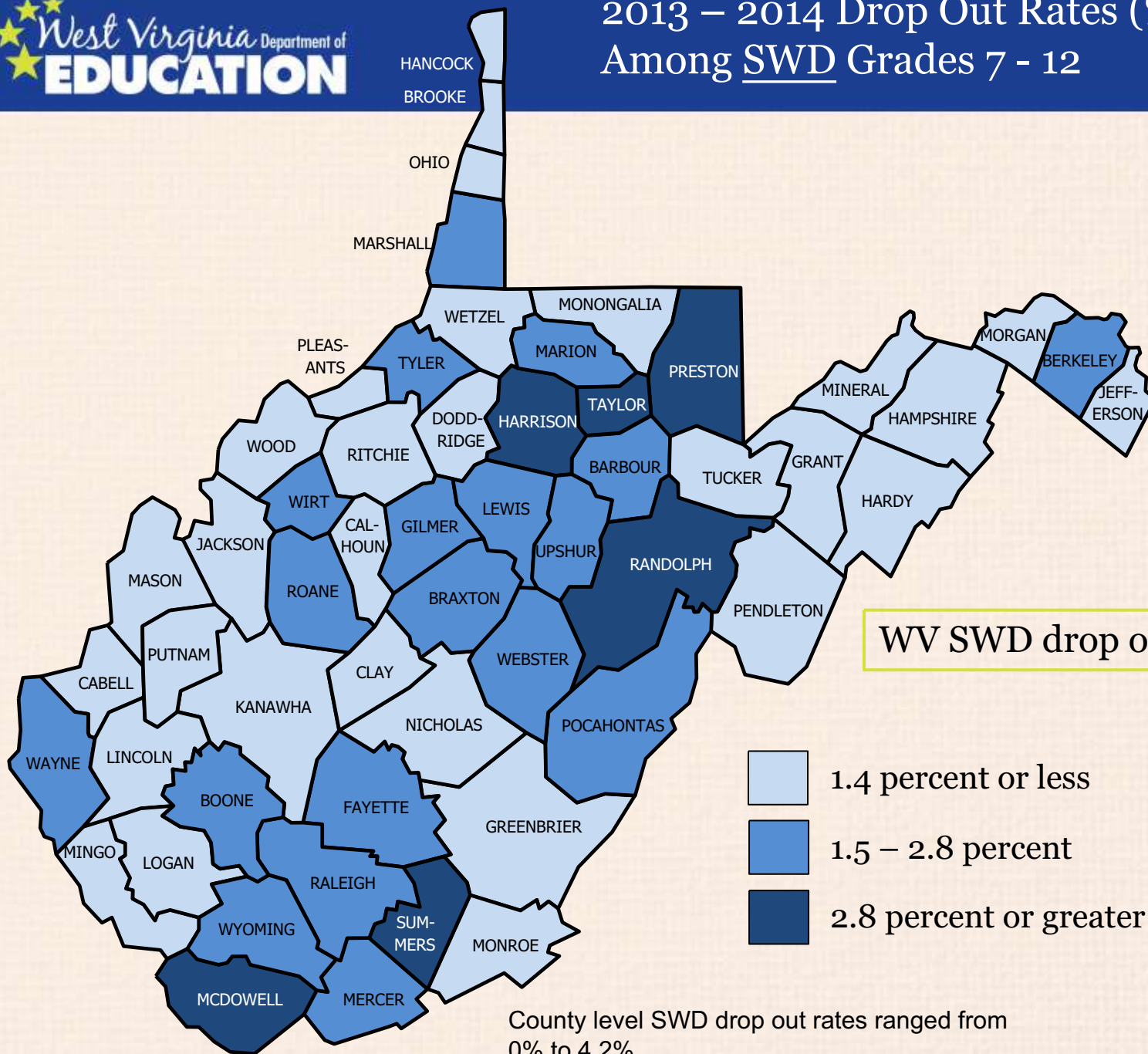


## WV Drop Out Rate (%) Trends: 2012 - 2014



The drop out gap between WV's largest race/ethnicity subgroups, White and Black, has remained near 0.5% over the past three years.

# 2013 – 2014 Drop Out Rates (%) Among SWD Grades 7 - 12



# Drop Out Rates SWD

2013-2014 - ALL	1.5%
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2013-2014 - SWD	<u>1.3%</u>
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Drop Out Gap	.2%
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Lowest Performing LEA	4.18%
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Highest Performing LEA	<u>0.00%</u>
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Difference Gap	4.18%
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# West Virginia Students with Disabilities Outcomes – Graduation-Dropout

- In 2014 only 70.27% of SWD in WV graduated from high school with a regular diploma in four years and 84.46% of all students graduated. This is a 14.19% graduation gap.
- Between 2012 and 2014 the 4 year graduation rate for all students increased 5.14% and for SWDs increased 10.36%.
- Females graduated at 4.9% higher rate than males.
- Asian students had the highest graduation rate and American Indian/Alaskan had the lowest.
- RESA 6 had the highest rate at 73.6% and RESA 1 had the lowest rate at 60.3%

# West Virginia Students with Disabilities Outcomes – Graduation-Dropout

- The dropout rate for SWD was 1.5% and for all students was 1.3% a success gap of .2%. SWDs had a lower dropout rate than low SES students.
- Males dropped out at a higher rate than females.
- Asian students had the lowest dropout rate at .40% and black students had the highest at 1.9%. The dropout gap between WV's largest race/ethnicity subgroups, white and black, has remained near 0.5% over the past three years.
- Six LEAs have a dropout rate for SWDs of 2.8% or greater, 19 LEAs have a rate of 1.5% to 2.8%, and 30 LEAs have rate of 1.4% or less.

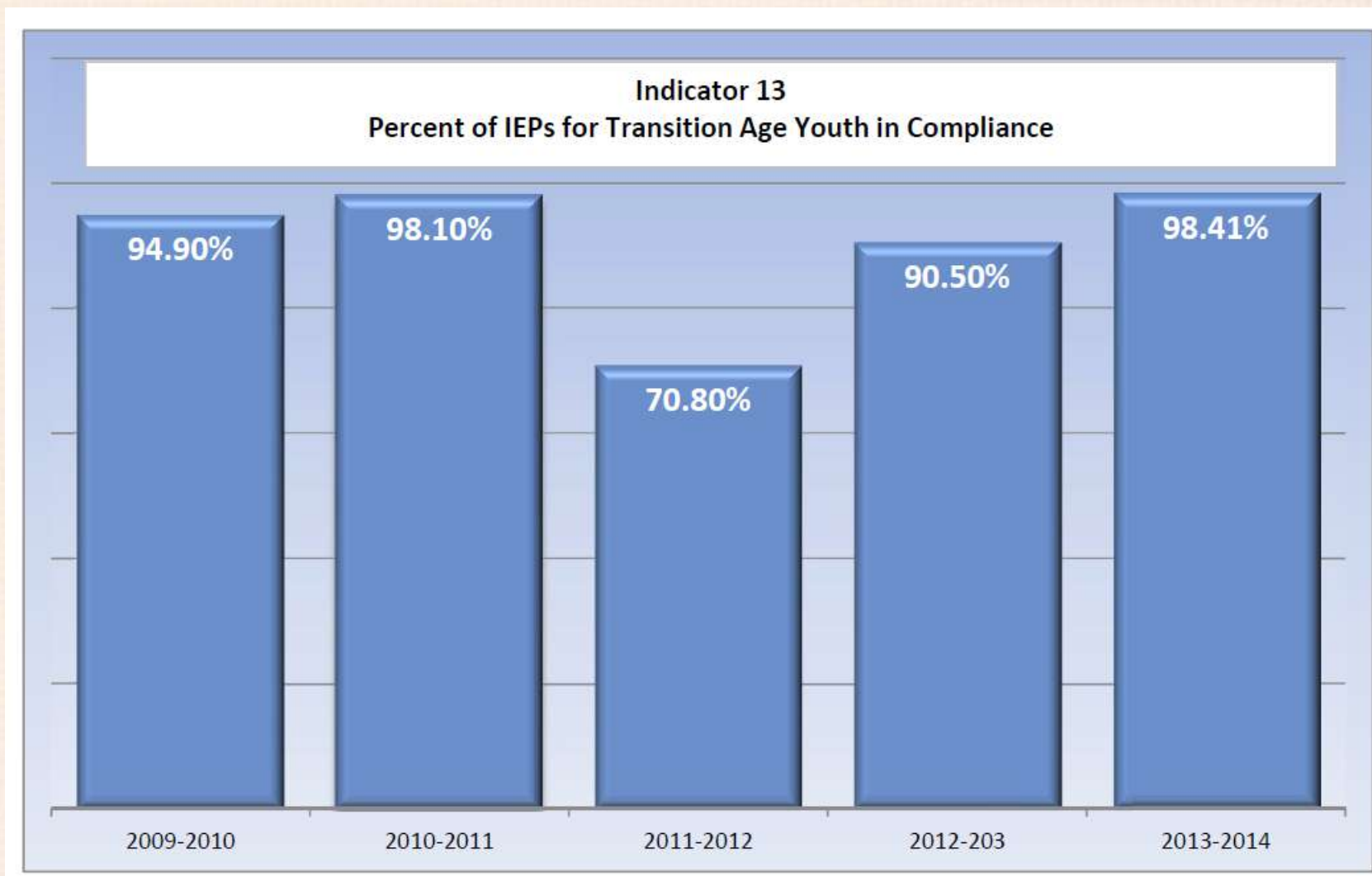
# West Virginia's Landscape

Performance Data

Secondary Transition-Post School Outcomes

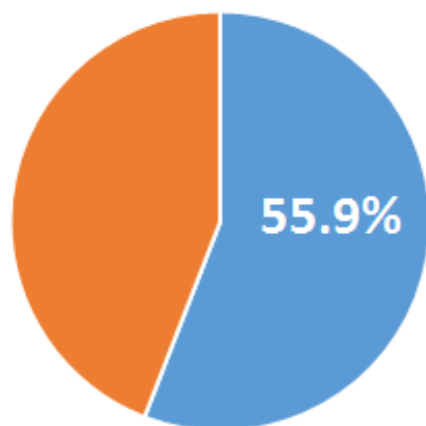


# Secondary Transition

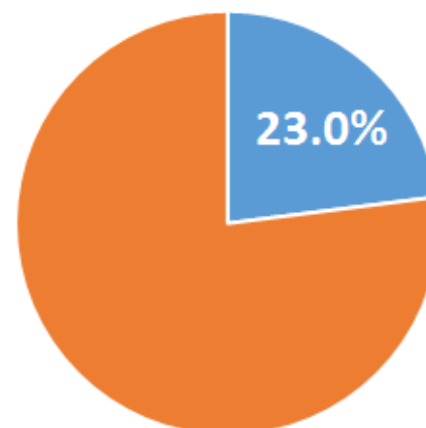




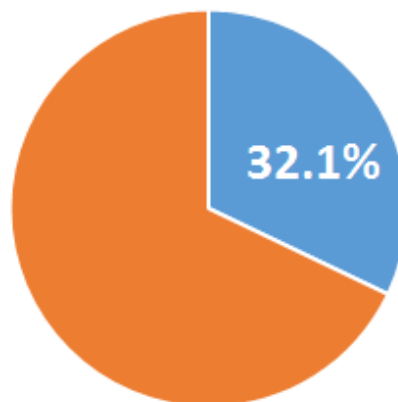
WV graduates going on to postsecondary education



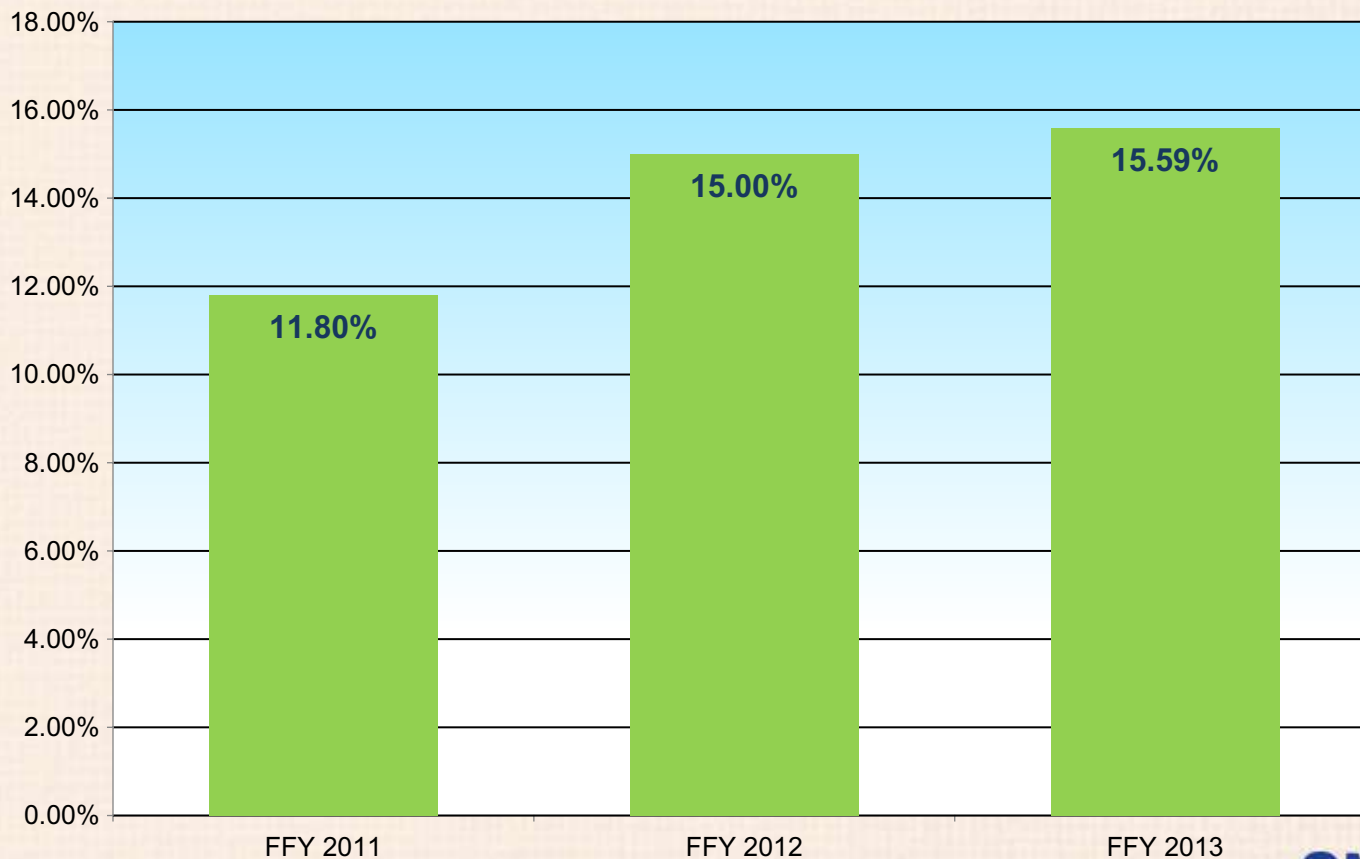
WV students who do not return to postsecondary education the second year



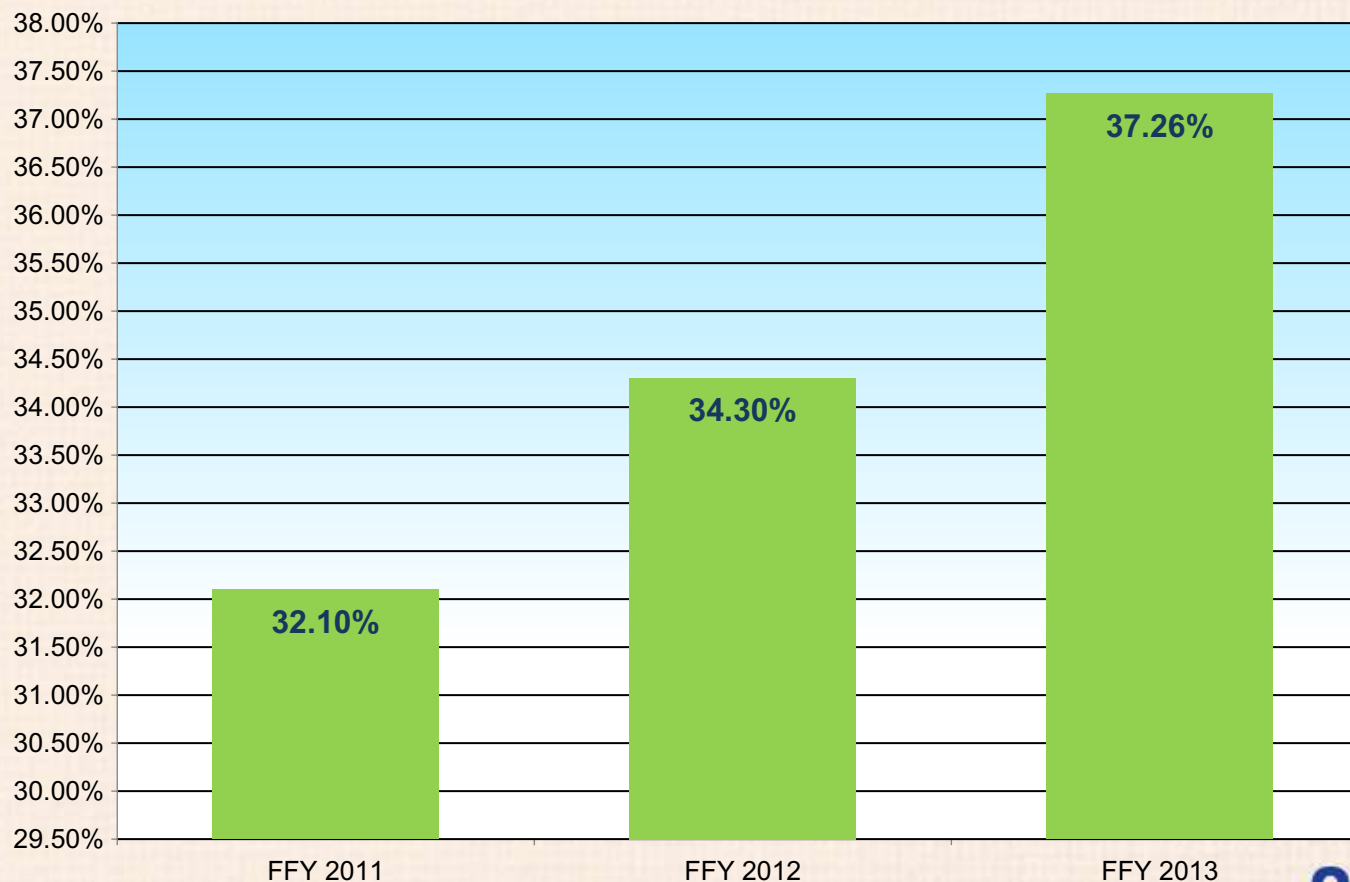
WV graduates who take remediation courses in postsecondary education



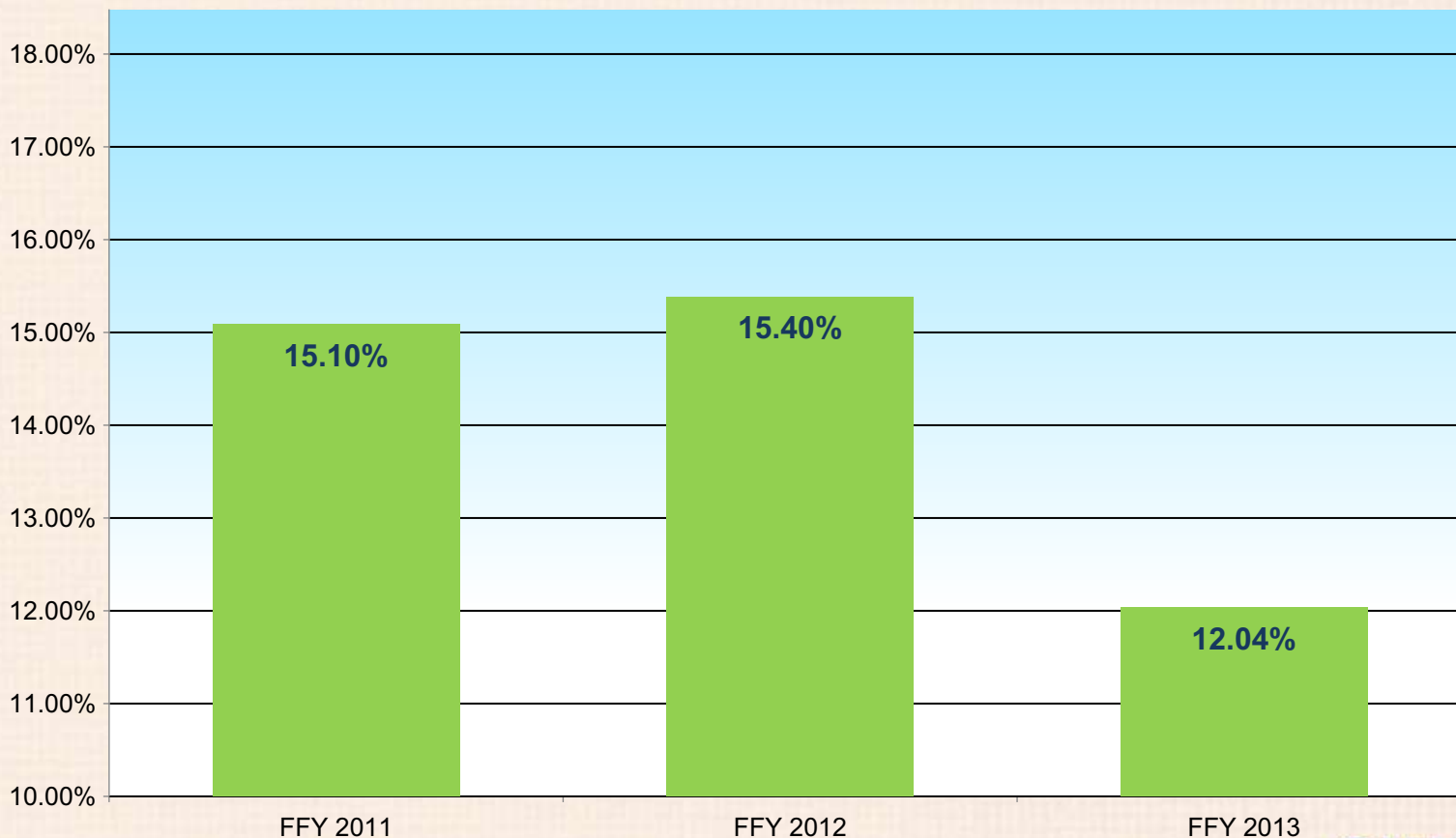
# SWD Participation in Higher Education



# SWD Competitive Employment

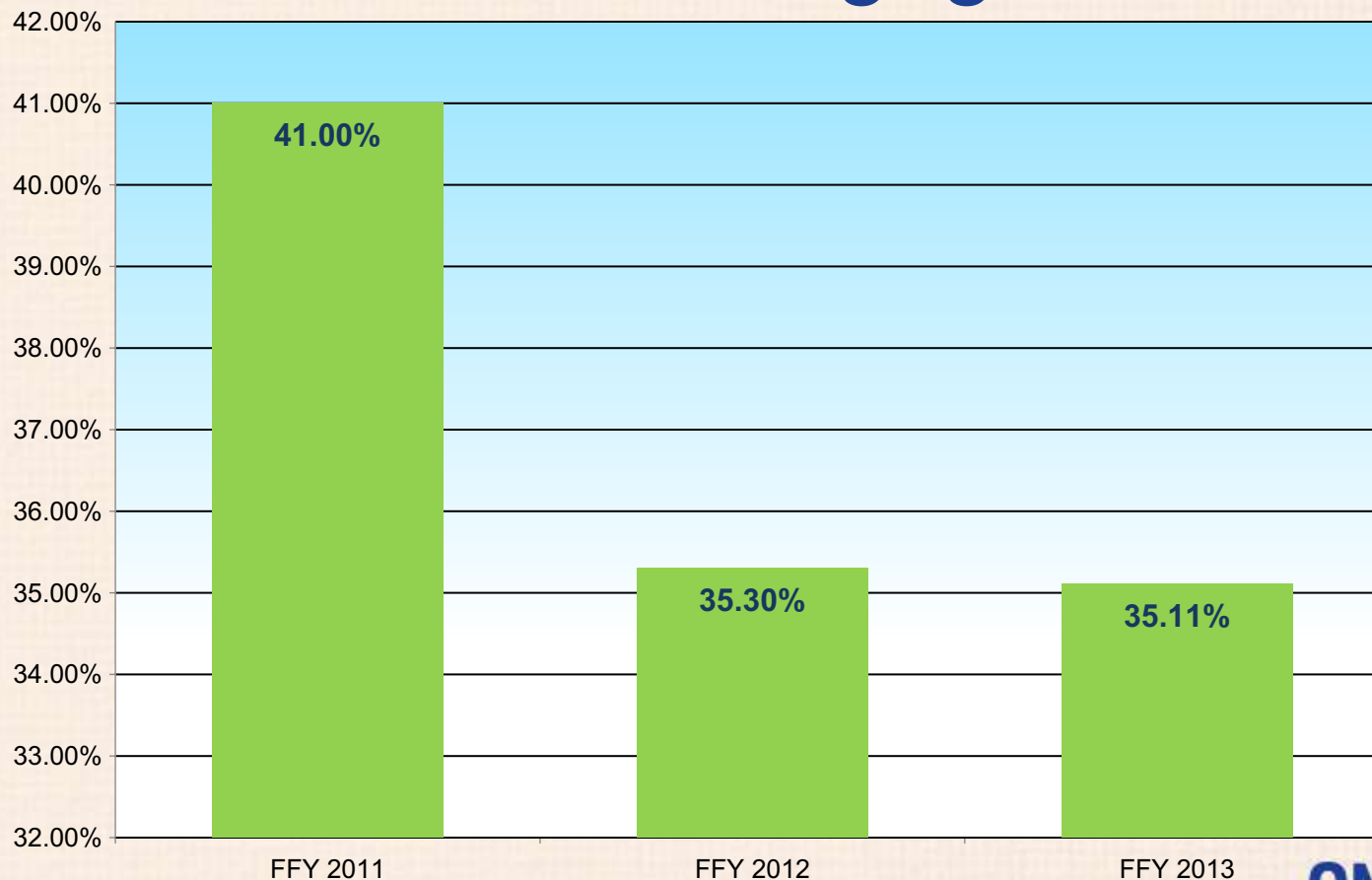


## SWD Post Secondary/Other Employment





## SWD Not Engaged



# West Virginia Students with Disabilities

## Outcomes

### Secondary Transition-Post School Outcomes

- Transition section of Individualized Education Program is 98.41% compliant based on Annual Desk Audit and compliance monitoring.
- Students have low participation rates in higher education after leaving school.
- 35.11% of SWDs are not engaged after leaving school.

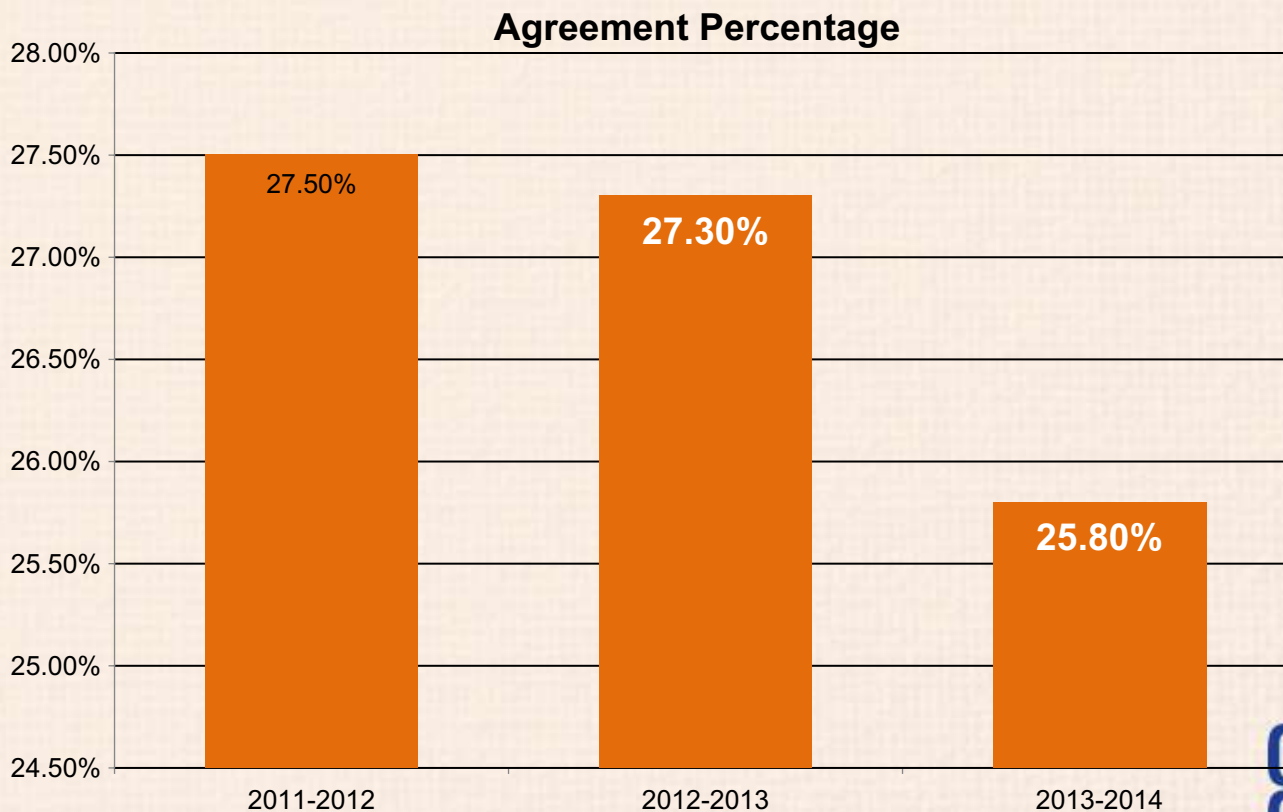
# West Virginia's Landscape

Perceptual Data



# Special Education Parent Survey–Transition

Question 24: the school provides information on agencies that can assist my child in the transition from school.





## Prevalence of Violations in State Complaint Investigations 2013-2014

