**Part B Special Education State Performance Plan (SPP) and**

**Annual Performance Report (APR)**

**Reporting Period: July 1 – June 30**

# Instructions for Reporting on Indicator 13

**DUE AUGUST 15
(In the event that August 15 falls on a weekend, data submissions will be due the following Monday.)**

Pursuant to sections 616(d) and 642 of the *Individuals with Disabilities Education Act* (IDEA), the U.S. Department of Education (USED) requires each State to collect Part B Special Education Annual Performance Report (APR) data. The Single Sign-on for Web Systems’ (SSWS) Special Education Indicators Application was designed to streamline the submission process and reduce the paperwork burden of school division staff. This application includes a system for school division personnel to review, verify, and approve data submitted to the Virginia Department of Education (VDOE). The VDOE is required to report to the USED all identified noncompliance and verification of corrections each year in the State’s APR for Special Education. Data provided in the State’s APR determines if the State: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. Data submitted by school divisions to the VDOE is used to develop their Report to the Public and Local Determination Accountability Matrix.

Every school division must submit Indicator 13 data via the SSWS Special Education Indicators application using the Indicator 13 Checklist questions.  This checklist contains ONLY the items that will be used to calculate the local school division’s performance rating for Indicator 13. All school divisions’ performance ratings are used to calculate the Virginia’s performance rating that is reported to the U.S. Department of Education’s Office of Special Education Programs.

## Data Collection

In order to meet the data reporting requirement for Indicator 13 in Virginia’s SPP/APR each school division will review a minimum of twenty percent (20%) of individualized education programs (IEPs) for youths 16 and older, including students placed in other settings including private schools and community settings such as employment or internships.  The reviewer may need to look at more than just the current IEP to complete the checklist. Information should be kept in a student file or school record as documentation.

In reviewing students’ IEPs and student files, the school division must use a *random selection process* that represents:

* only report IEPs developed between July 1 - June 30
* all ages, 16 through 21
* all schools within the school division
* all disability categories proportionately represented
* all public placements in settings outside of the public schools
1. Determine the total number of IEPs for students in the school division that are 16 years and older.
2. Select for review 20 percent of the school division’s total special education population, 16 years and older.  (e.g., If the school division’s special education population, 16 years and older is 400, then select 20 percent of the records for 400 students or 80 records to review.)
3. In selecting, identify records that proportionately represent each disability category within the school division.  (e.g., LD, ID, VI)
4. In selecting, identify records from all schools within the school division with students 16 years and older, include students placed in other settings (school division placements in private schools, employment, etc.).
5. When 20 percent of the school division’s IEPs are 15 or less, all records for students 16 years and older must be reviewed.  (e.g., If the school division’s special education population, 16 years and older, is 60, 20 percent is 12; therefore, ALL 60 records must be reviewed.)
6. If the population of students with IEPs 16 years and older is 15 or less, all records must be reviewed and reported.  There is no need to calculate 20 percent.
7. When 20 percent of the population of students age 16 and older with IEPs is more than 250, review and report on at least 250 IEPs.
8. School divisions may report on more than the required number of eligible IEPs.
9. School division may not resubmit data after the data entry period unless authorized by the Virginia Department of Education (VDOE).

## Data Entry:

### STEP ONE:

* Participate in the online training on the [Special Education Data Collection](https://doe.virginia.gov/info_management/data_collection/special_education/index.shtml) web page.

### STEP TWO:

* Contact Marianne Moore (Marianne.Moore@doe.virginia.gov) if you have questions about the checklist and/or process prior to submitting data.

### STEP THREE:

* Enter required information for each student whose record is reviewed through the SSWS Special Education Indicators application.  If you have never used the SSWS portal to enter data, you will need to request login permission from your local school division’s SSWS administrator as well as access to the Special Education Indicator application.

### STEP FOUR:

* Review and enter data for each student, using the checklist

### STEP FIVE:

* Submit data

The school division is expected to maintain supporting documentation of reported data.

Contact Person: Marianne Moore

Email: Marianne.Moore@doe.virginia.gov

Telephone: (804) 225-2700