Part B Special Education State Performance Plan (SPP) and
Annual Performance Report (APR)
Reporting Period: July 1 through June 30

# Instructions for Reporting Indicator 7

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 Virginia Department of Education (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 submitted by school divisions to the VDOE is used to develop their Report to the Public and Local Determination Accountability Matrix.

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 VDOE. Indicator 7 is reported in SSWS for each preschool child with an IEP who exited preschool from July 1 through June 30 of the current year. Indicator 7 must be submitted by August 15. If this date falls on a weekend, it is due the following Monday.

## COVID-19 Special Instructions

Teams should continue to provide entrance and exit ratings for Indicator 7: Child Outcomes. To provide ratings, the Child Outcomes Summary (COS) process is to be used. The COS process requires the use of a team (minimum of two people) to complete the entry or exit rating. It also requires the use of three sources of information to accurately rate the child’s level of functioning in each of the three child outcome areas:

* professional expertise;
* family input, and
* assessment results.

### Exit Ratings During the 2019-2020 School Year

Exit ratings should be completed for any child who has received services for 6 months or more and is exiting preschool. (Since March 13, 2020 was the last day prior to the Governor closing schools, it is recommended this date is used to determine if the child received 6 months or more of services.) For the remainder of the 2019-2020 school year, teams are to use available data to complete the exit rating to reflect the student’s current level of performance. This information can be student work, observations, testing completed prior to COVID-19, family input, etc. Document in a Written Notice, the *Indicator 7: Child Outcomes* *Summary* form, or on a locally developed form what material was used to determine the rating.

Indicator 7 exit data is to be submitted through the VDOE Single Sign-on for Web Systems (SSWS) by August 17, 2020.

### Entry Ratings During the 2019-2020 School Year

Entry ratings are typically made within the first month of service. Local education agencies (LEA) designate a consistent time and process for completing the ratings. Options include:

* the eligibility meeting,
* initial IEP meeting, or
* within the first four weeks of special education services.

During the COVID-19 school closure, LEAs should continue to designate a consistent time to complete the ratings. The VDOE recommends completing the entry ratings at the initial IEP meeting but must be completed no later than four weeks after school resumes for the student.

## Reporting Indicator 7

*Indicator 7: Child Outcomes* is an accountability measure focused on the improved performance of preschool children with disabilities. OSEP requires states to measure and report on the
percentage of preschoolers with IEPs who, between the time they enter and exit early childhood special education services, demonstrate improved:

* positive social-emotional skills,
* acquisition and use of knowledge and skills, and
* use of appropriate behaviors to meet their needs.

To accurately and systematically collect Indicator 7 data, the VDOE recommends the use of the Child Outcomes Summary (COS) process. The COS process is described and supporting resources provided in the *Indicator 7: Child Outcomes Summary Process Technical Assistance Document*. (This document and other resources mentioned in this document can be found at the [VDOE Special Education Data Collection webpage](http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml)). The COS process is based on a team of individuals rating each child on a seven-point scale at entry into and exit from early childhood special education services. Team members consider family input, results from an age-anchoring assessment, and professional expertise in determining the numerical rating.

Entry and exit COS ratings are completed for preschoolers with IEPs who receive six months or more of special education services prior to exiting. Entry ratings are made within the first month of service. Exit rating are to be completed within the last 30 days of preschool prior to exiting. An exit rating is provided when the:

* child is evaluated and determined to no longer be a child with a disability (ineligible),
* child is transitioning to kindergarten,
* child is moving out of state,
* child’s whereabouts are unknown and the school has been unable to locate him/her,
* child is deceased, or
* parents voluntarily discontinue service.

Using the *Child Outcomes Summary Rating Guide* and the *Decision Tree for Summary Rating Discussions* (both found in the appendix of the Indicator 7 TA Document), at both entry into preschool and exit, a team is to determine a rating for each of the three outcomes. Once the team has a thorough understanding of the child’s functioning in an outcome area and how those abilities compare to age-expectations, the team determines an accurate rating. The ratings are recorded on the *Indicator 7: Child Outcomes* *Summary* form or on a locally developed form or record keeping system.

Indicator 7 data will allow the State to determine, for each outcome area, the percent of:

* Preschool children who did not improve functioning.
* Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
* Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.
* Preschool children who improved functioning to reach a level comparable to same-aged peers.
* Preschool children who maintained functioning at a level comparable to same-aged peers.

## Submitting Individual Child Outcomes Summary Ratings in SSWS

Each preschool child who exited preschool for any of the reasons listed above from July 1 through June 30 of the current year is to have an exit rating and is to have their individual student data entered into SSWS.

At entry and at exit, designated school division personnel enter COS ratings into the VDOE SSWS. All information required for COS data entry may be obtained from the first page of the *Indicator 7: Child Outcomes* *Summary* form for each child.

Entry and exit ratings may be entered at any time the SSWS window is open. The VDOE recommends that entry ratings be recorded in SSWS as they are determined. Check the “Student Exit Not Expected” button until exit ratings are entered.

When a child exits, record the exit ratings in SSWS and submit to the VDOE as soon as they are determined.

In SSWS, fill in the child’s name and date of birth for every preschool child who exited preschool.

### Outcome Rating when Child Enters Early Childhood Special Education

1. Enter the date the entry ratings are entered into SSWS
2. Enter the child’s primary disability
3. Enter the rating for each of the three outcome areas
	1. positive social-emotional skills,
	2. acquisition and use of knowledge and skills, and
	3. use of appropriate behaviors to meet their needs
4. If only entry data is being entered, and the child is not yet exiting preschool, check the “Student Exit Not Expected” button until exit ratings are entered

### Outcome Rating when Child Exits Early Childhood Special Education

1. Enter the date the exit ratings are entered into SSWS
2. Enter the child’s primary disability
3. Enter the rating for each of the three outcome areas
	1. positive social-emotional skills,
	2. acquisition and use of knowledge and skills, and
	3. use of appropriate behaviors to meet their needs
4. For each of the three outcome areas, check the progress flag indicating whether the child made progress on each outcome
5. Retain the *Indicator 7: Child Outcomes* *Summary* form (or other form of documentation) in the child's record