

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

Number of Districts in your State/Territory during reporting year

In order to ensure consistent data across indicators, provide the number of districts in this field and the data will be loaded into the applicable indicator data tables.

This data will be prepopulated in indicators B3A, B4A, B4B, B9, and B10.

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The Secretariat of Special Education (“SAEE” by its Spanish acronym) within the Puerto Rico Department of Education (PRDE) oversees the management and implementation of the requirements with the Individuals with Disabilities Education Act (“IDEA”) PL 108-446, Part B Program. PRDE is a unitary system, serving as both the SEA and the sole LEA in Puerto Rico. PRDE is composed of seven educational regions, with 4 school districts in each educational region (a total of 28 Schools Districts). While PRDE refers to these entities as school districts, this does not impact PRDE's status as a unitary system.

PRDE SAEE carries out work at the regional level with significant support from its *Centros de Servicio de Educación Especial*, Special Education Service Centers ('CSEEs' by the Spanish acronym). During 2013-2014, PRDE had a total of ten CSEEs in operation and has since opened an eleventh CSEE. The CSEEs are located in Aguada, Arecibo, Bayamón, Caguas, Fajardo, Humacao, Mayagüez, Morovis, Ponce, San Germán, and San Juan. They operate at the regional level, with some regions having more than one CSEE based on specific needs, and were established to provide and assist students with disabilities and their parents with special education services. The services provided in the CSEEs start with registration, parent consent to evaluation, evaluations (Indicator 11), eligibility determination processes, re-evaluations and coordination of therapy. One of the main responsibilities of the CSEE is to serve as the liaison for children transitioning from Part C to B including their parents, including their identification from the referral list, evaluation and provision of services. The CSEEs have the Assistive Technology Advisory Committees ('CAAT' by its acronym in Spanish). This committee includes the professional experts who have the responsibility of providing the assistive technology evaluations. The SAEE has a Monitoring and Compliance Unit (MCU), which is responsible for monitoring throughout the Commonwealth to ensure compliance with IDEA and Puerto Rico requirements. The MCU is responsible for issuing findings when noncompliance is identified as well as providing necessary follow-up to ensure findings of non-compliance are corrected in a timely manner, i.e., within one year of identification.

The PRDE Special Education Legal Division (SELD) is responsible for receiving and investigating State Complaints. When findings of noncompliance are identified through the investigation of a State Complaint, the SELD is charged with issuing the notification of finding as well as with providing the necessary follow-up to ensure findings of noncompliance are corrected in a timely manner.

The PRDE Secretarial Unit is the unit charged with managing due process complaints. The Secretarial Unit's responsibilities include the hiring and training of hearing officers, as well as follow-up activities to ensure hearings are held and complaints fully adjudicated within a timely manner.

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

PRDE SAEE has a Technical Assistance Unit (TAU) that is responsible for setting public policy on educational aspects. The TAU is comprised of individuals specializing in the following areas: deaf, blind and deaf-blind, private schools (purchase of services), pre-school transition, post-secondary transition, Autism, adaptive physical education, and assistive technology. Additionally, these individuals coordinate activities related to teaching support and technical assistance to schools through the District Facilitators. They also prepare and implement the professional development plan of SAEE. Recently, the SAEE has re-aligned staffing duties of the TAU assigning TAU staff members responsibility over an educational region rather than over a specific subject matter / specialty area for the entire region. This change was made in coordination with work being carried out under PRDE's approved ESEA flexibility application.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Since FFY 2010 APR, SAEE personnel established the strategy of holding a meeting called the Administrator's Workshop during the beginning of the school year. The personnel included are the CSEE Directors, Special Education Facilitators from the Districts and Municipalities and other special education personnel as needed. Themes presented in the Workshop include the discussion of APR results and other themes such as assistive technology, pre-school, secondary transition, data indicators, assessment, monitoring and compliance, parental involvement and outreach, adaptive physical education, state complaints and due process complaints and the data collection method in which will be used to report on the APR. This strategy has been proven to be successful because the CSEE Directors serve as subject matter experts and are an essential part of our General Supervision System. After this meeting, the CSEE Directors held meetings at each Region with the Districts Facilitators to provide information from the previous meeting. To support this strategy individual meetings are held with the SAEE Central Level personnel who are in charge of Indicators and are the ones responsible to provide direct technical assistance as needed.

To deliver quality information during the Workshops, support has been provided from outside contractors and technical assistance providers in the past, such as the Southeast Regional Resource Center ('SERRC') and the Data Accountability Center ('DAC'), as well as entities of the United States Department of Education such as the Office for Civil Rights (OCR). The technical assistance received from SERRC and DAC during FFY 2012 focused on areas of general supervision, including Part C to B transition and preparation for developing the Statewide Systemic Improvement Plan (SSIP). Puerto Rico's FFY 2013 APR presents the outcomes of hard work and commitment sustained over many years to address several areas of compliance under IDEA.

For FFY 2013, PRDE has achieved substantial compliance with all compliance indicators, with actual measurement data for these indicators above 80%. One highlight includes PRDE's achieving 96.5% compliance with Ind. 11 (completion of initial evaluations within Puerto Rico's mandated 30 day timeline). This has been the result of many years of hard work systemwide.

Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Our stakeholder group called "*Comité Consultivo de Educación Especial*" is the committee who is responsible to advise the Department of Education over the needs in the education of children with disabilities and also to provide assistance and feedback about reports to be submitted to the Federal Government. The group includes representation from various sectors such as: APNI, Department of the Family, Vocational Rehabilitation, Department of Health, Special Education Teachers, School Directors, Special Education Parents, SAEE personnel, Specialists such as School Psychologist and Speech Pathologist and others. SAEE personnel participate continuously in meetings with the special education stakeholders

group. In the meetings the APR Indicators have been discussed, including the targets, in order to receive feedback and recommendations. The stakeholders provide valuable comments as a diverse group of experts in special education. Also they have provided suggestions on how to improve the activities discussion for each indicator, how to make the APR a more user friendly document and serve as liaisons for initiatives that benefit special education population and their families. Recommendations provided from the stakeholders were incorporated.

The Special Education Associate Secretary has participated in various radio, press conferences and TV programs in order to be more accessible to students and parents. Also it is a method to reach to the population regarding special education themes such as: services, new projection for the special education program, and dissemination of information, assistive technology, and others.

An initiative during FFY 2012 was the creation of a social media page in Facebook with the title: Educación Especial se transforma “*Special Education is transforming*” where photos have been posted of training visits to schools, and new initiatives. It is a way for the SAEE to be available to the general public to know what is happening in special education.

Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

PRDE has had a copy of its FFY 2012 APR and most recent SPP available on its website at http://www.de.gobierno.pr/files/PRDE_FFY_2012_APR.pdf and

<http://de.gobierno.pr/educacion-especial-menu/603-cumplimiento/1031-plan-de-desempeno-estatal-de-educacion-especial>

OSEP Response

The State was identified as being in need of assistance for two consecutive years based on the State’s FFY 2011 and FFY 2012 APRs. In its June 23, 2014 Determination Letter to the State, OSEP advised the State of available technical assistance, and required the State to report, with the FFY 2013 SPP/APR, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State reported on the technical assistance sources from which the State received assistance in response to this requirement and reported on the actions the State took as a result of that technical assistance.

Puerto Rico’s FFY 2014 IDEA Part B grant is on Department-wide Special Conditions and has been since FFY 2004.

OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. Puerto Rico provided updated data for indicators 11 and 12. OSEP will respond to the Commonwealth's May 1, 2015 submission in separate correspondence.

Required Actions

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Indicator 1: Graduation
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2013 2014

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		55.14% 1.00%	65.18%	65.50%	65.50%	66.00%	66.50%	67.00%
Data	55.14%	65.18%	52.00%	59.40%	59.40%	48.37%	46.70%	48.10%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

As this is the first year PRDE is reporting under Ind. 1 using the cohort graduation rate, FFY 2013 data establishes a new baseline. Additionally, an edit was made to the target data for 2006 to correct an error made with the data that was pre populated by the GRADS system.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	56.50%	56.60%	56.70%	56.80%	56.90%	57.00%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth established new baseline for FFY 2013 for this indicator, and OSEP accepts the new baseline.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 1: Graduation

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
		Number of youth with IEPs graduating with a regular diploma	null	3094
		Number of youth with IEPs eligible to graduate	null	5,472
		2012-13 Regulatory four-year adjusted-cohort graduation rate table		Calculate <input checked="" type="checkbox"/>

Explanation of Alternate Data

The GRADS system never prepopulated Puerto Rico's data for Indicator 1. PRDE made several inquiries to GRADS Support, and as of February 2, 2015, the data was still yet to be pre-populated. As such, PRDE was forced to select the overwrite data option. The data provided above using the overwrite data option comes from Puerto Rico's School Year 2012-2013 Consolidated State Performance Report (CSPR) Part II submission.

Explanation of Data Discrepancy

Please explain why the calculated total does not match the adjusted cohort graduation rate reported to the CSPR.

In fact, the calculated total does match the adjusted cohort graduation rate reported to the CSPR. As discussed above, due to a failure of the GRADS system to prepopulate Puerto Rico's data in Indicator 1, PRDE was forced to 'overwrite' the data in order for any data to be provided in Indicator 1. The data provided comes directly from Puerto Rico's School Year 2012-2013 CSPR Part II submission. The cohort graduation rate discussion appears in section 2.11, page 64. As reflected therein, the calculated cohort graduation rate for students with disabilities is 0.5654, or 56.54%.

FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data	Status	Slippage
3,094	5,472	48.10%	56.50%	56.54%	Met Target	No Slippage

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

As reported in previous APRs, PRDE requested a deadline extension for reporting the four-year graduation rate data required under 34 C.F.R. § 200.19(b)(4)(ii)(a). In response to the PRDE's deadline extension request, a letter was received on July 21, 2009, approving the following: (1) use of a three-year adjusted cohort graduation rate, (2) a one-year

extension to report its three-year adjusted cohort graduation rate and (3) to continue using the graduation rate in its current Accountability Workbook as a transitional rate until a three-year adjusted graduation rate in 2011-12 can be reported. Up to 2011-12, PRDE planned to continue to use the transitional graduation rate as described in the approved PRDE Consolidated State Application Accountability Workbook. This rate is an adaptation of the method recommended by the National Center for Education Statistics.

At the time of Puerto Rico's FFY 2012 APR submission, PRDE was in the process of completing the transition to the three-year adjusted graduation rate for 2011-2012, but the PRDE Planning Unit was still in the process of reviewing and validating data and had not yet reported graduation data using the new rate.

For this FFY 2013 APR, PRDE is reporting for Indicator 1 using Puerto Rico's approved 3 year cohort graduation rate for the first time.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth established new baseline for FFY 2013 for this indicator, and OSEP accepts the new baseline.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 1: Graduation

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth established new baseline for FFY 2013 for this indicator, and OSEP accepts the new baseline.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 2: Drop Out
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		5.80%	23.54%	23.00% 38.60%	23.00%	22.00% 22.50%	21.75%	21.50% 21.75%
Data	29.21%	23.54%	38.60%	32.95% 38.60%	32.95%	41.59%	43.36%	44.81%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	36.00%	35.50%	35.00%	34.50%	34.00%	33.50%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 2: Drop Out

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	3,393	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)	212	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)	90	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	1,793	null
SY 2012-13 Exiting Data Groups (EDFacts file spec C009; Data Group 85)	6/5/2014	Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)	19	null

FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out [d]	Total number of all youth with IEPs who left high school (ages 14-21) [a + b + c + d + e]	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
1,793	5,507	44.81%	36.00%	32.56%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Use a different calculation methodology

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 2: Drop Out

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥								
Data								

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥						

Targets: Description of Stakeholder Input

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup
FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
Part B Introduction Page	1/27/2015	Number of districts in the State	1	null

FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?

Yes No

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AYP	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
1	null	null				Incomplete Data	n/a

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Provide additional information about this indicator (optional)

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 3B: Participation for Students

with IEPs

Reporting Group Selection

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Based on previously reported data on the Historical Data and Targets page these are the grade groups that will be provided on the FFY 2013 Data pages.

Group	Name	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	HS	Other
A	Overall	x	x	x	x	x	x	x	x	x	x	x	

If you need to change your grade groups, please contact your State Contact, who will discuss the changes you wish to make and help you coordinate with the GRADS team to make your changes.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3B: Participation for Students with IEPs

Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		98.93%	98.73%	98.73%	98.73%	98.73%	98.73%	98.73%
			Data	98.73% 96.95%	95.52%	98.59%	98.30% 99.40%	98.20%	98.73% 98.70%	98.79%	98.80%
Math	A Overall	2005	Target ≥		98.64%	98.44%	98.44%	98.44%	98.44%	98.44%	98.44%
			Data	98.44% 96.95%	96.99%	98.43% 98.40%	98.01%	98.31%	98.81% 98.80%	98.89%	98.97%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system.

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	98.73%	98.73%	98.73%	98.73%	98.73%	98.73%
Math	A ≥ Overall	98.44%	98.44%	98.44%	98.44%	98.44%	98.44%

Targets: Description of Stakeholder Input

PRDE SAE E has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAE E held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3B: Participation for Students with IEPs

FFY 2013 Data Disaggregation from EDFacts

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? no

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/18/2014

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	9534	9709	8950	9107	9794	8502	0	0	5246	0	0
b. IEPs in regular assessment with no accommodations	1366	1270	1087	975	1332	1174			590		
c. IEPs in regular assessment with accommodations	7790	8078	7508	7773	8072	6923			4316		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	319	290	297	302	267	292			239		

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	9538	9713	8957	9110	9795	8505	0	0	5246	0	0
b. IEPs in regular assessment with no accommodations	1365	1272	1091	974	1331	1180			593		
c. IEPs in regular assessment with accommodations	7810	8105	7534	7786	8090	6933			4323		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	320	290	297	302	267	293			239		

OSEP Response

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3B: Participation for Students with IEPs

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A Overall	60,842	60,260	98.80%	98.73%	99.04%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A Overall	60,864	60,395	98.97%	98.44%	99.23%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Target data was revised to address OSEP’s comment ensuring that the FFY 2018 target reflects improvement over the baseline data.

The publicly reported statewide assessment data for FFY 2013, including public reporting on participation of students with disabilities, can be viewed on-line at: http://de.gobierno.pr/files/CSPR_2013_2014_CERTIFICADO_20150402.pdf. Additionally, PRDE’s SPP and APR, which will be published once the final version can be extracted from the GRADS 360 system, provide detailed data on assessment accommodations and alternate assessments.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3B: Participation for Students with IEPs

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3C: Proficiency for Students with IEPs
Reporting Group Selection

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Based on previously reported data on the Historical Data and Targets page these are the grade groups that will be provided on the FFY 2013 Data pages.

Group	Name	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	HS	Other
A	Overall	x	x	x	x	x	x	x	x	x	x	x	

If you need to change your grade groups, please contact your State Contact, who will discuss the changes you wish to make and help you coordinate with the GRADS team to make your changes.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3C: Proficiency for Students with IEPs

Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2008 2005	Target ≥		27.00%	32.00%	35.00%	24.75%	25.00%	25.50%	25.75%
			Data		29.86%	39.29%	24.28%	26.81%	29.54%	30.98%	31.72%
Math	A Overall	2008 2005	Target ≥		35.25%	39.00%	40.00%	20.00%	20.75%	21.50%	22.25%
			Data		37.82%	46.69%	19.30%	22.20%	23.23%	25.31%	24.84%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system. Specifically, PRDE corrected the prepopulated data to reflect the correct baseline year. PRDE revised its baseline for Indicator 3C with the FFY 2008 APR/SPP submission due to the implementation of a revised annual assessment.

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	26.00%	26.50%	27.00%	27.25%	27.50%	27.75%
Math	A ≥ Overall	22.75%	23.25%	23.75%	24.00%	24.25%	24.50%

Targets: Description of Stakeholder Input

PRDE SAE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3C: Proficiency for Students with IEPs

FFY 2013 Data Disaggregation from EDFacts

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? no

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	9475	9638	8892	9050	9671	8389	0	0	5145	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	648	520	352	346	245	232			77		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	3600	3230	2572	2552	1633	1359			588		
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	118	106	122	97	74	94	0	0	74	0	0

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	9495	9667	8922	9062	9688	8406	0	0	5155	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	895	581	336	150	54	56			9		
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	4966	3872	2534	1061	394	352			119		
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade											

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	129	99	116	59	35	93	0	0	83	0	0

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 3C: Proficiency for Students with IEPs

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A Overall	60,260	18,639	31.72%	26.00%	30.93%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A Overall	60,395	15,993	24.84%	22.75%	26.48%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Target data was revised to address OSEP’s comment ensuring that the FFY 2018 target reflects improvement over the baseline data.

The publicly reported statewide assessment data for FFY 2013, including public reporting on performance of students with disabilities, can be viewed on-line at: http://de.gobierno.pr/files/CSPR_2013_2014_CERTIFICADO_20150402.pdf. Additionally, PRDE’s SPP and APR, which will be published once the final version can be extracted from the GRADS 360 system, provide detailed data on assessment accommodations and alternate assessments.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

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Indicator 3C: Proficiency for Students with IEPs

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		0% 0.00%	0.00%	0.03%	0.00%	0.00%	0.00%	0.00%
Data	0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

PRDE entered the FFY 2006 target because the pre-populated data left the FFY 2006 target blank.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	0.10%	0.10%	0.10%	0.10%	0.10%	0%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
Part B Introduction Page	1/27/2015	Number of districts in the State	1	null

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
null	1	0.01%	0.10%	0%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

PRDE is a unitary system, and as such, Indicator 4 measurements do not apply. However, as per instructions from OSEP, PRDE has been asked to continue reporting on Indicator 4 as instructed to do in prior years. Specifically, PRDE has been asked to report on the number of students with IEPs who have been suspended or expelled for more than 10 days under Indicator 4a and to not report on Indicator 4b (i.e., treat Indicator 4b as 'Not Applicable'). Further, PRDE was instructed to describe the data being provided and what the data actually represent in the "State's definition of 'significant discrepancy' and methodology" section.

In accordance with the Part B Indicator Measurement Table, data for the year prior to the reporting year is to be examined for Indicator 4. Accordingly, data used to calculate the actual measurement for this indicator for the FFY 2013 APR comes from discipline data for 2012-2013.

For 2012-2013, the *Report of Children with Disabilities Subject to Disciplinary Removal* (618 data, Table 5) shows that 11 students were removed or suspended/expelled for more than 10 days. This represents **.008%** (11/130,212) of the total students with IEPs based on the 2012-2013 child count report.

SAEE collected data for Indicator 4 using PRDE's data system for special education, *Mi Portal Especial* (MiPE), to collect the suspension rate data for students with IEPs. The IDEA Data Manager sends out a memo with the data collection and validation process work plan, which requires each school to submit data to their corresponding CSEE which

is then responsible for entering the data. This work plan is established to ensure a timely process for collecting and validating data and includes specific due dates for the entry of information into MiPE. The District Facilitators were designated as the official liaisons to the District Superintendents and School Facilitators at the school level.

PRDE's IDEA Data Manager analyzes and validates the reports ensuring all schools submitted the necessary data to complete the discipline report. Then the Data Manager submits the files to the PRDE Ed Facts Coordinator from the Planning Unit. The Island-wide report is then completed and submitted as part of the Section 618 data – Table 5.

Provide additional information about this indicator (optional)

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion

FFY 2012 Identification of Noncompliance

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

Not applicable. See "State's definition of 'significant discrepancy' and methodology" section.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4A: Suspension/Expulsion

Correction of Previous Findings of Noncompliance

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

The State provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 4B: Suspension/Expulsion

Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target								
Data								

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target						

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 4B: Suspension/Expulsion

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
Part B Introduction Page	1/27/2015	Number of districts in the State	1	null

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
null	null	1				Incomplete Data	n/a

* FFY 2012 Data are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

Provide additional information about this indicator (optional)

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 4B: Suspension/Expulsion

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 4B: Suspension/Expulsion

FFY 2012 Identification of Noncompliance

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

OSEP Response

Required Actions

Indicator 4B: Suspension/Expulsion
Correction of Previous Findings of Noncompliance

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

**Indicator 5: Education Environments
(children 6-21)**

Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2012 2005	Target ≥		73.50%	73.50%	74.00%	74.50%	75.00%	75.50%	76.00%
		Data	62.10%	81.00%	81.70%	87.40%	79.30%	80.70%	77.65%	77.84%
B	2012 2005	Target ≤		14.80%	14.60%	14.40%	14.20%	14.00%	13.80%	13.60%
		Data	15.00%	10.00%	11.46%	3.30%	9.30%	8.10%	7.63%	5.76%
C	2012 2005	Target ≤		1.32%	1.32%	1.31%	1.30%	1.29%	1.28%	1.27%
		Data	0.67%	0.36%	1.08%	1.80%	2.80%	3.20%	3.17%	3.62%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

For Indicator 5, PRDE proposes changing in its baseline data year to FFY 2012. At the time PRDE initially reported baseline data for this indicator in FFY 2005, the data were collected, managed, and tabulated manually. In 2012, PRDE for the first time began to manage Individualized Education Programs (IEPs) electronically. This was a milestone in terms of PRDE’s collection and management of student data. While PRDE began work to implement a special education data system that would allow for the electronic collection and management of student data electronically in 2008, the implementation of electronic IEPs allows PRDE to more readily access and verify information on student educational environment placements in real time. This has been a significant and important institutional change and has helped to improve data quality.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	76.33%	76.67%	77.00%	77.33%	77.67%	77.85%
Target B ≤	8.20%	7.70%	7.20%	6.70%	6.20%	5.70%
Target C ≤	4.00%	3.80%	3.60%	3.40%	3.20%	3.00%

Targets: Description of Stakeholder Input

PRDE SAAE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAAE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The Commonwealth provided targets for 5A and 5B for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

The Commonwealth provided targets for 5C for FFYs 2013 through 2018 for this indicator, but OSEP cannot accept those targets because the State's end target for FFY 2018 does not reflect improvement over the baseline data. The State must revise its FFY 2018 target to reflect improvement.

Required Actions

Indicator 5: Education Environments

(children 6-21)

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	108,716	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	84,209	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	7,049	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,937	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	0	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,437	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	84,209	108,716	77.84%	76.33%	77.46%	Met Target	No Slippage
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	7,049	108,716	5.76%	8.20%	6.48%	Met Target	No Slippage
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,374	108,716	3.62%	4.00%	3.10%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for 5A and 5B for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

The Commonwealth provided targets for 5C for FFYs 2013 through 2018 for this indicator, but OSEP cannot accept those targets because the State's end target for FFY 2018 does not reflect improvement over the baseline data. The State must revise its FFY 2018 target to reflect improvement.

Required Actions

Indicator 5: Education Environments (children 6-21)

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for 5A and 5B for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

The Commonwealth provided targets for 5C for FFYs 2013 through 2018 for this indicator, but OSEP cannot accept those targets because the State's end target for FFY 2018 does not reflect improvement over the baseline data. The State must revise its FFY 2018 target to reflect improvement.

Required Actions

Indicator 6: Preschool Environments
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								71.95%
		Data							71.92%	87.75%
B	2011	Target ≤								0.75%
		Data							0.77%	0.41%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	72.00%	72.50%	73.00%	73.50%	74.00%	74.50%
Target B ≤	0.75%	0.74%	0.73%	0.72%	0.71%	0.70%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 6: Preschool Environments

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	15,038	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	14,117	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	0	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	53	null
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	0	null

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	14,117	15,038	87.75%	72.00%	93.88%	Met Target	No Slippage
B. Separate special education class, separate school or residential facility	53	15,038	0.41%	0.75%	0.35%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

 Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 6: Preschool Environments

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 7: Preschool Outcomes
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2008	Target ≥					94.50%	95.00%	95.10%	95.20%
		Data				94.10%	86.10%	90.50%	87.60%	85.90%
A2	2008	Target ≥					56.20%	56.50%	56.80%	57.00%
		Data				56.00%	69.40%	62.52%	60.60%	62.20%
B1	2008	Target ≥					89.90%	90.10%	90.30%	90.50%
		Data				89.70%	82.20%	87.97%	88.90%	85.70%
B2	2008	Target ≥					49.00%	49.20%	49.40%	49.50%
		Data				48.80%	55.00%	58.14%	58.00%	57.10%
C1	2008	Target ≥					95.70%	95.90%	96.00%	96.00%
		Data				95.50%	85.60%	92.99%	90.80%	90.70%
C2	2008	Target ≥					76.40%	76.70%	77.00%	77.30%
		Data				72.20%	69.40%	73.37%	71.50%	71.10%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

PRDE entered FFY 2012 targets because the pre-populated data left these fields blank.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	86.00%	86.50%	87.00%	87.50%	88.00%	94.11%
Target A2 ≥	57.20%	57.40%	57.60%	57.80%	58.00%	58.20%
Target B1 ≥	85.80%	86.00%	86.20%	86.40%	86.60%	89.71%
Target B2 ≥	49.50%	49.70%	49.80%	50.00%	50.20%	50.40%
Target C1 ≥	91.00%	91.20%	91.40%	91.60%	91.80%	95.51%
Target C2 ≥	69.50%	69.60%	69.70%	69.80%	69.90%	72.21%

Targets: Description of Stakeholder Input

PRDE SAEI has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEI held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the

targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator. Please revise the FFY 2012 data to reflect the correct data as reported in the FFY 2012 response table.

Indicator 7: Preschool Outcomes

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	1,967
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	33
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	115
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	510
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,266
e. Preschool children who maintained functioning at a level comparable to same-aged peers	54

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	1,776	1,924	85.90%	86.00%	92.31%	Met Target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	1,320	1,978	62.20%	57.20%	66.73%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	47
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	156
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	792
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	935
e. Preschool children who maintained functioning at a level comparable to same-aged peers	44

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	1,727	1,930	85.70%	85.80%	89.48%	Met Target	No Slippage

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	979	1,974	57.10%	49.50%	49.59%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	33
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	87
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	476
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,316
e. Preschool children who maintained functioning at a level comparable to same-aged peers	61

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	1,792	1,912	90.70%	91.00%	93.72%	Met Target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	1,377	1,973	71.10%	69.50%	69.79%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? Yes

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator. Please revise the FFY 2012 data to reflect the correct data as reported in the FFY 2012 response table.

Indicator 7: Preschool Outcomes

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Actions required in FFY 2012 response table

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

Responses to actions required in FFY 2012 response table

The FFY 2012 response table requires that progress data and actual target data for FFY 2013 be provided in the FFY 2013 APR. Both actual and target data have been provided above (within the GRADS pre-formatted tables).

OSEP Response

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator.

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

The Commonwealth's FFY 2012 historical data for Summary Statement 1 Outcome B for this indicator should have been 63.8%. Due to a data entry error when the historical data were pre-populated, this was not reflected in the historical data shown for this indicator. Please revise the FFY 2012 data to reflect the correct data as reported in the FFY 2012 response table.

Indicator 8: Parent involvement
Historical Data and Targets

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		89.60%	89.60%	89.80%	89.90%	90.00%	89.90%	89.90%
Data	89.60% 0.00%	76.00%	83.00%	82.00%	85.00%	82.50%	88.00%	85.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Target data was revised to address OSEP’s comment ensuring that the FFY 2018 target reflects improvement over the baseline data. Additionally, PRDE entered the FFY 2005 baseline data for this indicator.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	84.70%	85.70%	86.70%	87.70%	88.70%	89.61%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The State provided targets for FFY 2013 through FFY 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 8: Parent involvement

FFY 2013 Data

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
258	293	85.00%	84.70%	88.05%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

PRDE includes all students served under Part B in its information system, and, at the time that PRDE selects its sample, all students served under Part B are included. The same process is employed for issuing the survey to parents of all selected students, regardless of whether the student is a preschool student.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

The parents of a total of 383 students with disabilities were selected by the sampling method to receive the inventory. A total of 293 of the 383 parents selected for the sample completed and returned inventories. This constitutes a 76.5% participation rate of the sample group. This survey depends solely on parent responses.

PRDE’s sampling method allows for the collection of feedback from a wide variety of parents including variation and representation by school level, student placement and almost all types of disabilities. The response group was representative of the population.

Was sampling used? Yes
 Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes
 Is it a new or revised collection tool? No
 Yes, the data accurately represent the demographics of the State
 No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

A random selection of parents was used for survey administration. As PRDE’s special education population for FFY 2013 was 123,754 the sample size would need to be at least 383 parents of students receiving special education services for 2013-2014.

Determination of the required sample was defined by the following formula:

$$s = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

s = required sample size

X² = the table value of chi-squared for 1 degree of freedom at the desired confidence level of (3.841)

N = population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

Accordingly, with a universe/population size (N) of 123, 754:

$$\begin{aligned}
 s &= \frac{(3.841)(123,754)(.50)(1-.50)}{(.05)^2(123,212754-1) + (3.841)(.50)(1-.50)} \\
 &= \frac{(237,669.56)(.50)}{(.0025)(123,753) + .96025} \\
 &= \frac{118,834.78}{309.38 + .96025} \\
 &= \frac{118,834.78}{310.3402} \\
 &= 382.91 \\
 s &= 383 \text{ parents}
 \end{aligned}$$

As such, in order to have sufficient sample size, PRDE was required to issue surveys to at least 383 parents.

The parents of a total of 383 students with disabilities were selected by the sampling method to receive the inventory. A total of 293 of the 383 parents selected for the sample completed and returned inventories. This constitutes a 76.5% participation rate of the sample group. This survey depends absolutely on parent responses.

Provide additional information about this indicator (optional)

OSEP Response

The State provided targets for FFY 2013 through FFY 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 8: Parent involvement

Required Actions from FFY 2012

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The State provided targets for FFY 2013 through FFY 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 9: Disproportionate Representations

Historical Data and Targets

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data								

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 9: Disproportionate Representations

FFY 2013 Data

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
Part B Introduction Page	1/27/2015	Number of districts in the State	1	null

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
null	null	1		0%		Incomplete Data	n/a

* FFY 2012 Data are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

Define "disproportionate representation" and describe the method(s) used to calculate disproportionate representation

Provide additional information about this indicator (optional)

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 9: Disproportionate Representations

Required Actions from FFY 2012

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 9: Disproportionate Representations

Correction of Previous Findings of Noncompliance

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 10: Disproportionate Representations in Specific Disability Categories

Historical Data and Targets

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data								

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 10: Disproportionate Representations in Specific Disability Categories
FFY 2013 Data

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
Part B Introduction Page	1/27/2015	Number of districts in the State	1	null

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
null	null	1		0%		Incomplete Data	n/a

* FFY 2012 Data are editable on the Historical Data and Targets page.

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

Provide additional information about this indicator (optional)

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 10: Disproportionate Representations in Specific Disability Categories

Required Actions from FFY 2012

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 10: Disproportionate Representations in Specific Disability Categories

Correction of Previous Findings of Noncompliance

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

This indicator is not applicable for the Commonwealth.

Required Actions

Indicator 11: Child Find

Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	70.20%	82.85%	83.01%	82.60%	89.70%	92.02%	89.20%	91.70%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by the Commonwealth in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with initial evaluation requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with initial evaluation requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 95.57% of children were provided an initial evaluation within the State-established timeframe. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 96.53% of children were provided an initial evaluation within the State-established timeframe.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 11: Child Find

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
18,159	17,538	91.70%	100%	96.58%	Did Not Meet Target	No Slippage

* FFY 2012 Data are editable on the Historical Data and Targets page.

Number of children included in (a), but not included in (b) [a-b]	621
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

The following chart reports the ranges of days within which FFY 2013 evaluations were held. The chart reflects the total number and percentages of FFY 2013 evaluations that were held both within and beyond Puerto Rico's mandated 30 day timeline for completing an initial evaluation. For those 621 evaluations completed beyond the 30 day timeline, the chart reflects the number and percent of evaluations that were completed within several range of day beyond the timeline categories.

Total # of children with parental consent to evaluate	Eval. within 30 days	Eval. within 31-60 days	Eval. within 61-90 days	Eval. within 91-120 days	Eval. in more than 120 days
18,159	17,538	406	85	37	93
	96.58%	2.24%	0.47%	0.20%	0.51%

As reflected above, PRDE completed 98.82% of FFY 2013 initial evaluations (17,944) within 60 days, and 96.58% (17,538) within the Puerto Rico mandated 30 day timeline. Furthermore, PRDE has verified that 100% of children with parental consent to evaluate in FFY 2013 have received their initial evaluation.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the State's timeline for initial evaluations?

Puerto Rico faces a shorter timelines than the federal requirements due to the RLV consent decree, which mandates PRDE complete initial evaluations within 30 days.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

PRDE maintains initial evaluation data within its State database, *Mi Portal Especial* (MiPE). CSEE level staff are responsible for entering initial evaluation data into MiPE.

As part of PRDE's efforts to ensure compliance with its State mandated 30 day timeline, PRDE uses an initial evaluation appointment scheduling system to help track initial evaluation appointments and ensure they are scheduled and held timely. This system, which maintains an electronic data bank of available appointments including the date/time by service provider, records appointments made for student evaluations using the student identification number. This allows for proper identification and tracking of appointments made, as well as follow-up for reports on initial evaluations pending from service providers, improving PRDE’s controls over ensuring compliance with the 30-day timeline.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth’s FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by the Commonwealth in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth’s CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with initial evaluation requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with initial evaluation requirements. OSEP responded to the Commonwealth’s December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 95.57% of children were provided an initial evaluation within the State-established timeframe. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 96.53% of children were provided an initial evaluation within the State-established timeframe.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 11: Child Find

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by the Commonwealth in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with initial evaluation requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with initial evaluation requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 95.57% of children were provided an initial evaluation within the State-established timeframe. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 96.53% of children were provided an initial evaluation within the State-established timeframe.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 11: Child Find
Correction of Previous Findings of Noncompliance

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
2	2	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The PRDE SAAE Monitoring and Compliance Unit (MCU) identified a finding of noncompliance with Indicator 11 at two entities during FFY 2012, and PRDE has verified that both entities timely corrected the findings of noncompliance. In verifying correction of non-compliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. Both entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity (1) is correctly implementing the specific regulatory requirement and (2) has corrected each individual case of noncompliance that had been identified.

PRDE verified that each entity with noncompliance is correctly implementing the specific regulatory requirements by reviewing data subsequently collected through desk monitoring. Specifically, PRDE reviewed initial evaluation data for a subsequent period at each entity and ascertained that children were evaluated in a timely manner i.e., within 30 days of receiving parental consent for initial evaluation. PRDE verified the entities were correctly implementing the specific regulatory requirements in a timely manner, i.e., the verification took place within one year of the identification of noncompliance.

Describe how the State verified that each LEA corrected each individual case of noncompliance

PRDE reviewed each entity with an Indicator 11 finding of non-compliance and verified that each individual case of non-compliance had been corrected. Specifically, PRDE ensured that for each child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the Commonwealth of Puerto Rico, an evaluation was performed, although late. PRDE verified the correction of each individual case of noncompliance in a timely manner, i.e., within one year of identification of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by the Commonwealth in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with initial evaluation requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with initial evaluation requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 95.57% of children were provided an initial evaluation within the State-established timeframe. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 96.53% of children were provided an initial evaluation within the State-established timeframe.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

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Indicator 12: Early Childhood Transition

Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	13.17%	30.27%	42.40%	69.00% 39.00%	53.90%	75.00%	91.20%	77.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system.

For Indicator 12, OSEP responded that Puerto Rico’s (i) FFY 2007 historical data should have been 31.0% but that this was not properly reflected in the pre-populated data due to a data entry error and (ii) FFY 2008 historical data should have been 39.00% but was changed to 69.00% without explanation. OSEP’s response asked that the data be revised accordingly. For the reasons explained below, PRDE disagrees with both items.

With regard to the FFY 2007 historical data, the pre-populated figure of 42.4% is correct. Please refer to page 46 of Puerto Rico’s FFY 2007 APR clarification submission and to page 5 of OSEP’s FFY 2007 SPP/APR Response Table to PRDE which states, “The State’s FFY 2007 reported data for this indicator are 42.4%.” (issued June 1, 2009) (available on-line at: <http://www2.ed.gov/fund/data/report/idea/partbspap/2009/pr-4response-2009b.pdf>). As such, PRDE did not make the requested revision (that 42.4% be changed to 31.10%).

With regard to the FFY 2008 historical data, PRDE maintains that 69.00% is correct. Please refer to page 40 of Puerto Rico’s FFY 2008 APR clarification submission.

For both years at issue, the confusion may be due to the fact that PRDE included two calculations under the discussion of Indicator 12. This was done at the direction of federally funded technical assistance providers. The measurement definition and instructions for this indicator required the following:

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- a. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- b. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- c. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

$$\text{Percent} = [(c) \text{ divided by } (a - b - d)] \text{ times } 100.$$

The measurement instructions for this indicator clearly required Puerto Rico to “account for children included in a but not included in b, c, or d.” As PRDE reported in both FFY 2007 and FFY 2008, that group of children included in ‘a’ (children served in Part C referred to Part B for eligibility determination) that are not included in ‘b, c, or d’ included multiple subgroups. Most importantly to this discussion, a significant number of those children [a-(b+c+d)] at the end of the reporting period had not yet reached age three.

The first measurement PRDE included in its narrative was a strict interpretation of the formula disregarding the comments following the algebraic formula. Under this interpretation of the formula, it would be impossible to attain 100% even if the agency were attaining 100% compliance. For example, a student who had not yet turned three years old and had not yet received their eligibility determination would be included in the denominator but not the numerator. Such a case is not an incident of noncompliance, but without accounting for that case (and eliminating it from the denominator), it would be reflected in the calculation as noncompliance.

The second measurement more accurately reported Puerto Rico’s performance with the indicator and complies with the Secretary’s directions to account for the subgroup of students included in ‘a’ but not included in ‘b, c, or d’. This approach allows students who had not yet turned three to be excluded from the denominator.

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

For both years, PRDE provided both calculations, an explanation as to why the second measurement was the appropriate measurement, and provided the result from the second calculation as its actual target data for the given year. As such, PRDE maintains that the historical data for FFY 2007 and FFY 2008, respectively, are 42.4% and 69.0%

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by PRDE in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with early childhood transition requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with early childhood transition requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 71.74% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 80.54% of children referred by Part C prior to age three who turned three by March 31, 2015, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 12: Early Childhood Transition

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,290
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	19
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1,229
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	773
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	0

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	1,229	1,498	77.50%	100%	82.04%	Did Not Meet Target	No Slippage

* FFY 2012 Data are editable on the Historical Data and Targets page.

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	269
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Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

The following table provides the range of days elapsed beyond the third birthday of these 269 children whose eligibility and services were not in place by the third birthday. Reasons for the delays are discussed thereafter.

Range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday.

# of children receiving services from Part C and referred for eligibility determination during FFY 2013 and were not determined eligible or provided with services by their third birthday	In place within 30 days following third birthday	In place between 31 and 60 days of third birthday	In place between 61 and 90 days of third birthday	In place between 91 and 120 days of third birthday	In place more than 120 days following third birthday

269	114	89	34	14	18
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Based on FFY 2013 data, the range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday is 1 – 457 days. Reasons for the delays include the following: data entry errors, new staff, parent failure to keep scheduled appointments, Part C failure to send transition meeting notices in a timely manner, and facilitator failure to attend transition meetings.

Attached PDF table (optional)

No PDF table was attached

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

PRDE conducted island-wide data collection and several validation activities in order to obtain the number of children who had been served in Part C and referred to Part B, and the number found eligible who had an IEP developed and implemented by their third birthday. During FFY 2013, PRDE continued to give follow up to those children identified as potential participants of special education services. Each CSEE has knowledgeable staff that attends each child from the referral process to the implementation of the IEP. This personnel is also responsible for ensuring data is continuously updated in the system.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by PRDE in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with early childhood transition requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with early childhood transition requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 71.74% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 80.54% of children referred by Part C prior to age three who turned three by March 31, 2015, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

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Indicator 12: Early Childhood Transition

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by PRDE in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a. of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with early childhood transition requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with early childhood transition requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 71.74% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 80.54% of children referred by Part C prior to age three who turned three by March 31, 2015, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 12: Early Childhood Transition
Correction of Previous Findings of Noncompliance

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

During FFY 2012, the MCU issued a finding of noncompliance with Indicator 12 at 7 entities, and PRDE has verified that all 7 entities timely corrected the findings of noncompliance. In verifying correction of non-compliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. All 7 entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity with identified noncompliance (1) is correctly implementing the specific regulatory requirements and (2) has corrected each individual case of noncompliance.

PRDE verified that each entity with noncompliance is correctly implementing the specific regulatory requirements by reviewing data subsequently collected through desk monitoring. Specifically, PRDE reviewed data regarding children subsequently referred by Part C prior to age 3, and verified that all of those children received eligibility determinations, and if found eligible for Part B, had IEPs developed and implemented by their third birthday. PRDE verified that each entity was correctly implementing the specific regulatory requirements in a timely manner, i.e. the verification took place within one year of identification of noncompliance.

Describe how the State verified that each LEA corrected each individual case of noncompliance

PRDE reviewed each entity with an Indicator 12 finding of non-compliance and verified that each individual case of non-compliance had been corrected. Specifically, for each child referred from Part C for whom the entity was found to have been in noncompliance, PRDE verified that the child (unless no longer within the jurisdiction of the Commonwealth of Puerto Rico) was evaluated and received an eligibility determination for Part B, and if found eligible for Part B, had an IEP developed and implemented, although late. PRDE verified the correction of each individual case of non-compliance in a timely manner, i.e. within one year of the identification of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

On June 27, 2014, Department-wide Special Conditions were placed on all Department grants awarded to the Commonwealth, including the Commonwealth's FFY 2014 IDEA Part B grant. These Department-wide Special Conditions were imposed to ensure that Department grant awards are expended by PRDE in accordance with applicable legal requirements, and the appropriate fiscal accountability measures and management practices and controls and ensure continued progress in meeting the programmatic requirements of Part B of the IDEA. The Department required the State to submit a Corrective Action Plan (CAP) that addressed each of the areas related to Part B of the IDEA identified in Section II. D. 3. a.

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

of the Department-wide Special Conditions. The Commonwealth's CAP, submitted August 26, 2014, includes the required information, including actions the Commonwealth will take to be in compliance with early childhood transition requirements.

The June 27, 2014 Department-wide Special Conditions required that the Commonwealth report on its progress toward implementing the CAP and to provide updated data on its compliance with early childhood transition requirements. OSEP responded to the Commonwealth's December 1, 2014 submission in separate correspondence. In its May 1, 2015 Special Conditions progress report, the Commonwealth reported updated data for the period July 1, 2014 through October 31, 2014, that reflect 71.74% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. The Commonwealth further reported that for the period November 1, 2014 through March 31, 2015, 80.54% of children referred by Part C prior to age three who turned three by March 31, 2015, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

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Indicator 13: Secondary Transition
Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					88.90%	95.80%	92.61% 100%	95.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Updates to the FFY 2011 data were made in order to correct an error with the pre-populated data.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 13: Secondary Transition

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
11,400	12,022	95.50%	100%	94.83%	Did Not Meet Target	No Slippage

* FFY 2012 Data are editable on the Historical Data and Targets page.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

PRDE’s efforts to obtain and validate data for this indicator included the following activities:

- A list was prepared of student’s age 16 years and above who were required to have transition services in their IEPs. This list was created based on data in PRDE’s special education information system for the entire reporting year. The corresponding lists were sent to each CSEE for validation, and data update as necessary. The final updated lists then served as the master list for reviewing files.
- The file of each student on the list was reviewed and checklist verified. The CSEE Directors worked with their staff, including transition coordinators, to complete the verification for each student file. All staff involved in this review process was trained in the use of this checklist in order to assure compliance with the overall process and proper documentation.
- Special Education School Teachers were in charge of reviewing the files and initially completing the transition checklist for this indicator, in coordination with the SAEE Transition Coordinators. SAEE Transition Coordinators were in charge of training staff and monitoring the use of the checklist. Transition Coordinators are also involved in the IEP development and revision process. In total, PRDE reviewed the files of 12,022 students age 16 and above.
- The information for this indicator was requested in a timely manner in order to verify the data.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 13: Secondary Transition

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 13: Secondary Transition
Correction of Previous Findings of Noncompliance

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The MCU issued a finding of noncompliance with Indicator 13 at three entities during FFY 2012, and PRDE has verified that all three entities timely corrected the finding of noncompliance. In verifying correction of noncompliance, PRDE's work has been consistent with the OSEP 09-02 Memorandum. All three entities corrected the noncompliance within one year of identification. In making the correction determination, the MCU verified that each entity (1) is correctly implementing the specific regulatory requirement and (2) has corrected each individual case of noncompliance that had been identified.

PRDE verified that each entity with noncompliance is correctly implementing the specific regulatory requirements by reviewing data subsequently collected through desk monitoring. Specifically, PRDE reviewed a subsequent selection of IEPs of students age 16 and above and verified that all reviewed IEPs included appropriate measurable post-secondary goals. PRDE verified that each entity was correctly implementing the specific regulatory requirements in a timely manner, i.e., verification took place within one year of identification.

Describe how the State verified that each LEA corrected each individual case of noncompliance

PRDE reviewed each entity with an Indicator 13 finding of non-compliance and verified that each individual case of non-compliance had been corrected. Specifically, PRDE ensured that each IEP for a youth 16 and above that had been found to not have appropriate measurable post-secondary goals now includes the appropriate measurable postsecondary goals, even if late, unless the youth is no longer within the jurisdiction of the Commonwealth of Puerto Rico. PRDE verified the correction of each individual case of noncompliance in a timely manner, i.e., within one year of identification.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
None			

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Because the Commonwealth reported less than 100% compliance for FFY 2013, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2013 for this indicator. When reporting on the correction of noncompliance, the Commonwealth must report, in its FFY 2014 APR, that it has verified that each LEA with noncompliance identified in FFY 2013 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a Commonwealth data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2014 APR, the Commonwealth must describe the specific actions that were taken to verify the correction.

Required Actions

Indicator 14: Post-School Outcomes

Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						48.00%	48.20% 48.40%	48.40% 0.00%
		Data					48.00%	59.40%	44.80%	55.60% 0.00%
B	2009	Target ≥						55.30%	55.50% 55.70%	55.70%
		Data					55.30%	65.40%	51.00%	56.70%
C	2009	Target ≥						87.10%	87.30% 87.50%	87.50%
		Data					87.10%	83.90%	79.00%	94.60%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	48.60%	48.80%	49.00%	49.20%	49.40%	49.60%
Target B ≥	55.80%	55.90%	56.00%	56.10%	56.20%	56.30%
Target C ≥	83.20%	84.00%	84.80%	85.60%	86.40%	87.11%

Targets: Description of Stakeholder Input

PRDE SAEЕ has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEЕ held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 14: Post-School Outcomes

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	2,228
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1,409
2. Number of respondent youth who competitively employed within one year of leaving high school	79
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	323
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	124

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
A. Enrolled in higher education (1)	1,409	2,228	55.60%	48.60%	63.24%	Met Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1,488	2,228	56.70%	55.80%	66.79%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	1,935	2,228	94.60%	83.20%	86.85%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Was sampling used? No

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 14: Post-School Outcomes

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 15: Resolution Sessions

Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2006 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥			50.30%	50.70%	51.00% 52.70%	51.50%	51.75%	52.00%
Data		50.00%	60.13%	52.70%	61.97%	61.48%	55.92%	44.81%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

Explanation of Changes

Changes made to the historical data were done in order to correct data items that were not properly prepopulated by the GRADS system.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	52.25%	52.50%	52.75%	53.00%	53.25%	53.50%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meeting with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 15: Resolution Sessions

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	302	null
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	573	null

FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
302	573	44.81%	52.25%	52.71%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 15: Resolution Sessions

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 16: Mediation

Historical Data and Targets

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		61.00%	62.50%	63.50%	64.50%	65.00%	65.25% 65.00%	65.50%
Data	43.30%	57.90%	69.97%	75.10%	73.97%	93.19%	75.77%	78.20%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

Explanation of Changes

An edit was made to the 2011 target to correct an error with the pre populated data.

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	65.75%	66.00%	66.25%	66.50%	66.75%	67.00%

Targets: Description of Stakeholder Input

PRDE SAEE has developed this FFY 2013 report that includes both the SPP and APR information with broad stakeholder input. With regard to establishing targets, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the establishment of the targets. These discussions emphasized that establishing targets are more than just identifying a goal target, but that this is a metric that we want to achieve. Several factors were considered in establishing the targets, including that they be realistic and attainable while aiming to improve outcomes and results each year.

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 16: Mediation

FFY 2013 Data

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	463	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	45	null
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	578	null

FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data	Status	Slippage
463	45	578	78.20%	65.75%	87.89%	Met Target	No Slippage

* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

 Provide additional information about this indicator (optional)

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 16: Mediation

Required Actions from FFY 2012

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

OSEP Response

The Commonwealth provided targets for FFYs 2013 through 2018 for this indicator, and OSEP accepts those targets.

Required Actions

Indicator 17: State Systemic Improvement Plan

Baseline and Targets

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013
Data	1.47%

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	1.50%	1.50%	2.50%	3.00%	3.50%

Description of Measure

Proficiency rate percent = [(# of children with IEPs enrolled in sixth grade at the selected schools scoring at or above proficient against grade level) divided by the (total # of children with IEPs enrolled in sixth grade at the selected schools who received a valid score on the PPAA and for whom a proficiency level was assigned, and calculated for math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets: Description of Stakeholder Input

Targets were discussed during stakeholder meetings. Initially, stakeholders suggested setting targets identical to the Annual Measureable Objectives (AMOs) established in PRDE’s approved ESEA Flexibility Plan. The established AMOs are much more general, including the scores on all assessments island-wide from third through eighth grades. The data analysis, discussed below, reflected that the percentage of students reaching proficiency on the assessments for those grades clearly decreased each year, such that the percentage of students attaining proficiency on the third grade assessment was higher than those attaining proficiency on the fourth grade assessment, etc. As demonstrated by the baseline data for the schools at issue (1.47%), using the AMOs for this specific group would be unrealistic and fail to meaningfully consider the actual baseline for this specific population. As such, targets have been set that consider the actual baseline and an ambitious yet realistic goal for which to aim for each year. Additionally, because interventions will have been in place for such a short period before the 2014-2015 assessment, and 2015-2016 will be the first school year in which the interventions will be in place the full year, the decision was to maintain the baseline for the first two years.

Thanks to the collaboration with Academic Affairs, communication with the District Special Assistant of Yabucoa has been excellent. She has been engaged in the implementation of the SSIP in her District and has served as the liaison between the school directors for the schools that have been selected to participate in the SSIP initiative.

Stakeholders have been meaningfully involved in every phase of the SSIP. Please note that stakeholder input is discussed throughout the SSIP, not solely in this section.

OSEP Response

Required Actions

Indicator 17: State Systemic Improvement

Plan

Data Analysis

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

The Associated Secretariat of Special Education (SAEE by its initials in Spanish) of the Puerto Rico Department of Education (PRDE), with the collaborative support of the United States Department of Education's Office of Special Education Programs, as part of the Results Driven Accountability efforts presents its State Systemic Improvement Plan (SSIP) with the purpose of improving child-level outcomes for students with disabilities. The SSIP is the new Indicator 17 for the Individuals with Disabilities in Education Improvement Act (IDEA) State Performance Plan (SPP)/Annual Performance Report (APR).

Baseline Data

FFY	2013
Data	1.47%

FFY 2014-FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	1.5%	1.5%	2.5%	3.0%	3.5%

Description of Measure

Proficiency rate percent = [(# of children with IEPs enrolled in sixth grade at the selected schools scoring at or above proficient against grade level) divided by the (total # of children with IEPs enrolled in sixth grade at the selected schools who received a valid score on the PPAA and for whom a proficiency level was assigned, and calculated for math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets: Description of Stakeholders Input

Targets were discussed during stakeholder meetings. Initially, stakeholders suggested setting targets identical to the Annual Measurable Objectives (AMOs) established in PRDE's approved ESEA Flexibility Plan. The established AMOs are much more general, including the scores on all assessments island-wide from third through eighth grades. The data analysis, discussed below, reflected that the percentage of students reaching proficiency on the assessments for those grades clearly decreased each year, such that the percentage of students attaining proficiency on the third grade assessment was higher than those attaining proficiency on the fourth grade assessment, etc. As demonstrated by the baseline data for the schools at issue (1.47%), using the AMOs for this specific group would be unrealistic and fail to meaningfully consider the actual baseline for this specific population. As such, targets have been set that consider the actual baseline and an ambitious yet realistic goal for which to aim for each year. Additionally, because interventions will have been in place for such a short period before the 2014-2015 assessment, and 2015-2016 will be the first school year in which the interventions will be in place the full year, the decision was to maintain the baseline for the first two years.

Thanks to the collaboration with Academic Affairs, communication with the District Special Assistant of Yabucoa has been excellent. She has been engaged in the implementation of the SSIP in her District and

has served as the liaison between the school directors for the schools that have been selected to participate in the SSIP initiative.

Stakeholders have been meaningfully involved in every phase of the SSIP. Please note that stakeholder input is discussed throughout the SSIP, not solely in this section.

Data Analysis

The SAE selected a group of stakeholders to work with in developing its SSIP, including from the initial stages of data analysis. The stakeholder group is composed of representatives from an array of sectors including: Special Education Service Center (CSEE by its acronym in Spanish) Executive Directors, parents of students with disabilities, Special Assistants/Compliance Officers, ESEA Flexibility Plan Coordinator, and relevant consultants. This group was selected to be able to conduct a comprehensive and effective analysis of the data. Once the group was selected, an orientation was held that included an explanation of the SSIP initiative and the need for the beginning of the process to include important data analysis.

Next we discuss the initial data analysis that led to the selection of the area of focus for improvement for our SSIP.

Identification of the Focus for Improvement

For the identification of focus for improvement the stakeholder group for SSIP met in various sessions. During the first session the stakeholder group narrowed the themes to Early Intervention and Assessment.

Data Analysis for Early Intervention (Indicator 7)

In an initial stakeholder group meeting, the group expressed great interest in focusing the SSIP on impacting Indicator 7, early childhood outcomes, with the purpose of improving the process for completing the Summary of Results of Pre-School Intervention form across the island. The group reviewed Indicator 7 data from Puerto Rico’s APRs for FFYs 2008-2012. Tables 1-3, below, include the Indicator 7 data that was reviewed.

Table 1-Analysis by Year for Indicator 7, Outcome A

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	APR 2008	APR 2009	APR 2010	APR 2011	APR 2012
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	%	%	%	%	%
Summary Statements					
Outcome A: Positive social-emotional skills (including social relationships)					
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	94.1%	86.1%	90.5%	87.6%	85.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	56.0%	69.4%	62.5%	60.6%	63.8%

Table 2-Analysis by Year for Indicator 7, Outcome B

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	APR 2008	APR 2009	APR 2010	APR 2011	APR 2012
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	%	%	%	%	%
Summary Statements					
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)					
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	89.7%	82.2%	88.0%	88.9%	85.7%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	48.8%	55.0%	58.1%	58.0%	57.1%

Table 3-Analysis by Year for Indicator 7, Outcome C

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:	APR 2008	APR 2009	APR 2010	APR 2011	APR 2012
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	%	%	%	%	%
Summary Statements					
Outcome C: Use of appropriate behaviors to meet their needs					
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	95.5%	85.6%	93.0%	90.8%	90.7%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	72.2%	69.4%	73.4%	71.5%	71.1%

As reflected in the data in Tables 1-3 above, PRDE maintained averages of over 85% for the percentage of students who substantially increased their rate of growth by the time they exited the program for all three outcomes (A, B, and C). Additionally, for outcomes A and B, PRDE demonstrated significant improvement from FFY 2008 to FFY 2012 in terms of the percent of children who were functioning within age expectations by the time they exited the program. For outcome C, this figure remained relatively steady over time at around 70%.

As previously mentioned, the stakeholder group’s initial interest in focusing the SSIP on Indicator 7 was to focus on improving the process for completing the Summary of Results of Pre-School Intervention from across the island—not because the above reviewed data indicated a significant need for intervention on improving results.

During a technical assistance visit by OSEP to PRDE SAEE in May 2014, OSEP raised a concern of such a focus being more process-oriented and not sufficiently addressing child-outcomes to meet the purposes of the SSIP. As a result, a new meeting was held with the stakeholder group to re-consider the focus topic for the SSIP.

In that meeting, the group was in agreement on focusing on Indicator 3C, performance of students with disabilities on statewide academic assessments, as it has perhaps the greatest correlation to measuring academic achievement of our students. This indicator is also related to the Puerto Rico Department of Education’s ESEA Flexibility Plan.

Data Analysis for Assessment (Indicator 3 proficiency)

The first step was to evaluate the historical data reported in Puerto Rico from FFY 2008 through FFY 2012. During this analysis, stakeholders reviewed the performance of students with disabilities on Puerto Rico’s annual assessments in both Math and Spanish to identify the area of greatest need. This analysis was extensive and included reviews of student performance on both the regular and alternate assessment, performance by grade level, and performance by geographical region. Next we provide a series of tables of data that was reviewed, along with descriptions of the data analysis and observations.

Table 4-Analysis by Year of the Proficiency Rates of Students with Disabilities on the Annual Assessments (Indicator 3C)

Examination	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Spanish Proficiency	24.27%	26.81%	29.62%	25.31%	31.73%
Math Proficiency	19.30%	22.20%	23.23%	30.98%	24.84%

The data in Table 4 reflects PRDE’s data under APR Indicator 3C from FFY 2008 through FFY 2012. The proficiency rate reflects the percentage of students with IEPs who received a valid score and for whom a proficiency level was assigned who scored at or above proficient (i.e., receiving a score of ‘proficient’ or ‘advanced’). This proficiency rate includes students who took both the regular and alternate assessments and is calculated separately for reading (Spanish) and math.

This data reflects that in nearly all years a lower percentage of students with disabilities attained proficiency on the Math examination than on the Spanish examination. The one exception was FFY 2011. Aside from FFY 2011, the proficiency rate for students with disabilities in Math for FFY 2008-FFY 2012 never reached 25%. In light of this data, and the agency-wide concern with the mathematics proficiency rate for all students, the stakeholder group decided to focus on student performance on the mathematics assessment.

Next, stakeholders analyzed and compared proficiency rates in Mathematics for students taking the regular assessment and the alternate assessment.

Table 5-Analysis by Year of Proficiency Rates of Students with Disabilities on the Alternate and Regular Assessments in Mathematics

Year	Alternate Assessment			Regular Assessment				
	# of children with IEPs in AA against AAS	# of children with IEPs in grades assessed who are proficient or above as measured by the AA against AAS	%	# of children with IEPs in RA		# of children with IEPs in grades assessed who are proficient or above as measured by the RA		%
				W/Accom.	W/ No Accom.	W/Accom.	W/ No Accom.	
FFY 2008	2057	396	19%	42820	12107	8451	2376	20%
FFY 2009	2191	554	25%	45685	10888	10501	2217	22%
FFY 2010	2223	673	30%	48853	8590	11529	1827	23%
FFY 2011	2266	649	29%	47537	7761	12115	1969	25%
FFY 2012	2094	711	34%	51345	7805	12684	1975	25%

The data in Table 5 reflects a consistent pattern in which a lower percentage of students attained proficiency on the regular assessment than on the alternate assessment. FFY 2008 is the one exception, but it is important to note that the FFY 2008 proficiency rate was the lowest of all years reviewed for students taking both assessments. Additionally, the

difference in the proficiency rates that year was only 1% (proficiency rates of 19% vs. 20%). The data for both assessments demonstrates improvement in proficiency rates from FFY 2008 to FFY 2012 but not at the rate PRDE SAAE would like to see improvement.

In light of this data analysis, as well as the facts that the far majority of students with disabilities take the regular assessment and the concurrent agency wide initiatives, especially those related to PRDE’s ESEA Flexibility Plan (see infrastructure analysis discussion), the decision was made to focus the SSIP on student performance (proficiency rates) in mathematics on the regular assessment.

Having analyzed the above discussed APR data related to Indicator 3C, the group turned to analyzing data from the Consolidated State Performance Report (CSPR). The group had looked at CSPR data previously, but having narrowed the focus to the proficiency of rates of students with disabilities in mathematics against grade level standards, the group re-visited the data to take a look at gaps in the proficiency rate between students with disabilities versus all students, by grade level.

Table 6-Comparison of Proficiency Rates on the Mathematics Examination of All Students vs. Students with Disabilities, by Grade Level (2012-2013)

MATHEMATICS	Proficiency Rate (Percent of Students Scoring at ‘Proficient’ or ‘Advanced’)			
	All Students	%	Students with Disabilities	%

Third (3rd) Grade	21700	66.51%	5695	59.94%
Fourth (4th) Grade	17256	53.26%	4199	44.07%
Fifth (5th) Grade	13515	40.68%	2936	31.44%
Sixth (6th) Grade	5791	16.52%	1106	11.85%
Seventh (7th) Grade	3367	8.84%	641	6.43%
Eighth (8th) Grade	3712	10.29%	566	6.57%
High School	2749	9.45%	232	4.65%

Analyzing the Mathematics exam results it was determined that, specifically, sixth grade demonstrated very low level of performance and would be the focus for PRDE’s SSIP. The decision to focus on sixth grade included more factors than simply the achievement gaps between students with disabilities and all students. While the gaps may not be the largest in sixth grade, the overall proficiency rates for students with disabilities was the lowest of all elementary school grade levels. Stakeholders discussed a desire to focus improvement activities in the later elementary grades, specifically grades four through six, with hopes of impacting sixth grade mathematics proficiency rate results. In improving sixth grade mathematics proficiency rate results, students should be better positioned for exiting elementary school.

In addition to having reviewed proficiency rates data by assessment subject, assessment type, and assessed grade level, the SAE reviewed more detailed raw data that allowed stakeholders to analyze proficiency rate data at the regional and district levels. PRDE obtained this more detailed data upon request from the PRDE Planning Unit. The Planning Unit provided the database of student performance results on Puerto Rico’s regular annual academic assessment examinations (i.e., against grade level standards), the *Pruebas Puertorriquenas de Aprovechamiento Academico* (PPAA) for school years 2012-2013 and 2013-2014.

The data analyzed for both years was broken down by grade and provided at the region, district and school levels. The assessment results data details student performance level in each exam as falling within one of four categories: Pre-Basic, Basic, Proficient, Advanced. As a result of this analysis, it was determined that the focus of this initiative should be focused on the geographical area in which students presented the lowest level of academic achievement.

Table 7-Comparison of Proficiency Rates of Students with Disabilities on the Mathematics PPAA by Region

Region	2013	2014	Comparison
	% P/A	% P/A	
Arecibo	26.23%	25.94%	-0.30%
Bayamón	22.35%	22.98%	0.63%
Caguas	29.83%	31.79%	1.97%
Humacao	19.48%	21.32%	1.83%
Mayagüez	26.00%	27.56%	1.56%
Ponce	25.62%	27.49%	1.87%
San Juan	20.88%	22.43%	1.55%
Grand Total	24.50%	25.78%	1.29%

Table 7 reflects the proficiency rates (i.e., percentage scoring at ‘proficient’ or ‘advanced’) of students with disabilities on the Mathematics PPAA administered in April 2013 (2012-2013) and April 2014 (2013-2014). Additionally, the table includes the raw change in percentage in each region’s proficiency rate from the April 2013 to the April 2014 PPAA administrations.

The data reflects that the lowest proficiency rates for both years was Humacao Region. This is despite the Humacao Region having one of the larger improvements in proficiency rate data from the 2013 administration to the 2014 administration. As a result of this analysis, the decision was made to focus initial SSIP efforts in the Humacao Region.

Having selected to focus on the Humacao Region, additional factors upon proficiency rates, such a gender and disability determination, were reviewed.

Table 8-Comparison by Gender of the Performance of Students with Disabilities on the Mathematics PPAA within the Humacao Region (All Grade Levels)

Performance Level	Female		Male	
	2013	2014	2013	2014
Pre-Basic/ Basic	81%	79%	80%	79%
Proficient/Advanced	19%	21%	20%	21%

The Table 8 data reflects that there was nearly no difference based on gender in the proficiency rates of students with disabilities on the Mathematics PPAA in the Humacao Region. In fact, the proficiency rates by gender for the 2014 administration were identical. The raw difference in proficiency rates for the 2013 administration was only 1%.

The regional proficiency rate data was also broken down by disability and reviewed, but it was determined to not focus the SSIP on any specific disability groups. While there was some variation in proficiency rate by disability, stakeholders determined the SSIP effort should aim to impact all students with disabilities in the general classroom setting, regardless of disability. Due to the small size of some of the disability groups in this analysis, it was determined that the data table would not be included in the SSIP some group sizes were not statistically significant and might be seen as disclosing personal information. Again, the stakeholders were clear with the desire to provide the interventions to all students with disabilities in the general classroom setting regardless of type of disability.

Next, the data was reviewed at the district level within the Humacao Region. The next table reflects the mathematics proficiency rates for students with disabilities taking the PPAA, by district, within the Humacao Region.

Table 9-Comparison of Proficiency Rates of Students with Disabilities on the Mathematics PPAA by District within the Humacao Region (All Grade Levels)

Humacao Region Districts	2013	2014	Comparison
	% P/A	% P/A	
Canovanas	18.73%	20.41%	1.68%
Fajardo	22.71%	20.94%	-1.77%
Las Piedras	22.73%	25.68%	2.95%
Yabucoa	14.43%	16.82%	2.39%
Humacao Region	19.48%	21.32%	1.83%

Analyzing the Mathematics exam results for this region by district, it was determined that Yabucoa District demonstrated the lowest percentage of students with disabilities attaining proficiency on the mathematics PPAA and would be the initial focus for PRDE’s SSIP. Although the Yabucoa District had the second highest raw percentage improvements in this data from 2013 to 2014, it had a significantly lower percentage of students with disabilities attaining proficiency than the other districts.

Table 10-Comparison by Grade of Performance of Students with Disabilities within the Yabucoa District on the Mathematics PPAA

Grade Level	% Pre-Basic	% Basic	% Proficient	% Advanced
Third (3rd Grade)	13.2%	41.4%	21.5%	23.8%
Fourth (4th Grade)	22.0%	49.1%	14.5%	14.4%

Fifth (5th) Grade	32.5%	51.6%	12.6%	3.3%
Sixth (6th) Grade	51.4%	45.3%	2.7%	0.7%
Seventh (7th) Grade	42.0%	56.2%	1.1%	0.7%
Eighth (8th) Grade	50.3%	48.0%	0.6%	1.1%
Eleventh (11th Grade)	49.3%	50.3%	0.4%	0.0%
Grand Total	35.7%	48.7%	8.4%	7.2%

As a result of the data analysis conducted, it was recommended that the SSIP would begin with a focus on impacting the proficiency rate of sixth grade students with disabilities taking the PPAA in mathematics within the Yabucoa district. For reasons discussed further within this SSIP, including the infrastructure analysis, the determination was later made to further focus the SSIP on those students attending schools within the Yabucoa district designated as 'focus schools' through PRDE's ESEA Flexibility Plan.

Taking into consideration feedback and suggestions raised by OSEP during their visit to PRDE, it was determined that intervention efforts to impact results on the sixth grade mathematics examination would begin with students at an earlier elementary level (beginning in 4th grade). The idea is that the longer the students are impacted by the intervention before taking the exam, the greater the results that may be expected. This will allow multiple years of intervention build up through the multiple years of carrying out the SSIP.

For the start of Phase II of the SSIP, the stakeholder group was expanded to include representation in additional areas related to the selected topic. The additional resources incorporated into the stakeholder group were: Academic Superintendent of the Yabucoa School District (who is responsible for overseeing the implementation of the Flexibility Plan in the District of Yabucoa), PRDE Director of the Mathematics Program, a School Director, and a Special Education Teacher. The school director and special education teacher were selected from outside of the Yabucoa district, with the purpose of providing classroom and school director level perspectives without the influence of being individuals who would be directly involved with the initial SSIP efforts. The selected school director came from a school designated a school of excellence under the ESEA Flexibility Plan. The special education teacher was selected in part due to her being a specialist with mathematics instruction and assessment.

The new members received an orientation regarding the SSIP at the next meeting. During that meeting, the stakeholders discussed the elementary schools in the district and which schools might be included in implementation of the SSIP. PRDE SAE determined that all elementary schools in the Yabucoa School District that were designated as 'Focus Schools' in accordance with PRDE's ESEA flexibility plan would be included. The nine schools are listed below, along with the municipality in which each is located in parenthesis:

- Calzada (Maunabo)
- Marín Abajo (Patillas)
- Eugenio María de Hostos (San Lorenzo)
- Luis Muñoz Rivera (San Lorenzo)
- Gerardo Selles Sola (San Lorenzo)
- Quemados (San Lorenzo)
- Quebrada Honda/SU Isidro Vicens (San Lorenzo)
- Dra. María T. Delgado de Marcano (San Lorenzo)
- Jorge Rosario del Valle (San Lorenzo)

With the purpose of measuring academic progress of students in these schools throughout the school year, it was determined that additional data could be requested and analyzed. As such, the SAE will be requesting from the Yabucoa District data results from the district's analysis of evaluations of student academic progress. This district level analysis is conducted by subgroup and is conducted based on ten

week periods (following the first 10, 20, 30, and 40 weeks of the school year). This will provide academic data aside from the annual assessment which can be reviewed to consider the impact of SSIP interventions throughout the year. Additionally, on a quarterly basis, the SAE will request from the Undersecretary for Academic Affairs the results of desk monitoring conducted at the focus school to validate the effectiveness of Flexibility Plan interventions being carried out in the schools.

Root causes contributing to low performance

As part of the work plan, initial visits to three of the selected schools were held with the goal of providing the schools an orientation regarding the SSIP. Moreover, conversations were held with each of the school directors to identify some of the possible causes for the low achievement levels. Among the possible general causes identified were:

- Lack of a Special Education Facilitator in the municipalities and the district.
- Need for professional development for general education teachers with regard to serving students with disabilities.
- Need to strengthen instructional planning of special education teachers.
- Lack of communication between the teacher from the general education classroom and the special education teacher.
- Lack of schools utilizing data based strategies in making educational decisions.

Throughout this data analysis process, stakeholders analyzed the data closely with an eye for identifying data quality concerns. However, no data quality concerns were identified. Additionally, compliance data was considered, and no potential barriers to improvement were considered as a result of this analysis. For example, assessment participation rates and initial evaluation data were considered, but these raised no concerns as to the impact on the validity of the proficiency rate data.

OSEP Response

Required Actions

Indicator 17: State Systemic Improvement**Plan****Analysis of State Infrastructure***Monitoring Priority: General Supervision***Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.****Analysis of State Infrastructure to Support Improvement and Build Capacity**

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

The Puerto Rico Department of Education, as part of this ESEA Flexibility Plan application process, conducted an analysis of existing infrastructure with the goal of assuring an accurate accounting of areas and resources that would allow it to comply with the terms of its ESEA Flexibility Plan. It is important to note that as a part of the work undertaken with the stakeholder group during Phase I of the SSIP, the stakeholders reviewed the infrastructure analysis previously conducted by the PRDE through the ESEA Flexibility efforts. The stakeholders validated that this recently conducted infrastructure analysis was very helpful and responsive to the interest of development of the SSIP. Herein, we provide a description of PRDE infrastructure and explain how this infrastructure analysis responds to not only the needs of the ESEA Flexibility Plan but also to the SSIP initiative.

PRDE operates a unitary system with a central level lead by the Puerto Rico Secretary of Education and two principal subsecretaries: one focused on academic affairs, and the second focused on administrative affairs. The central level office leadership also includes a Special Education Secretary who oversees the SAE and an Auxiliary Secretary for Planning and Educational Development. The Auxiliary Secretary for Planning is responsible for collection of PRDE data, the analysis and validation of data, and sharing the data with other PRDE offices. The Special Education Secretary is in charge of all matters related to the administration of the special education program, including, technical assistance, transition, transportation, equitable services, provision of services to students with disabilities, and compliance with requirements related to special education. It is important to note that over 80% of students with disabilities within the PRDE system receive their education in the general curriculum, in a general education classroom setting. The PRDE Sub-Secretary for Academic Affairs has appointed a liaison to work directly with and in close coordination with the SAE.

PRDE divides the island geographically into seven educational regions and 28 school districts (four districts per educational region). The educational regions are functional units of the PRDE, under the supervision/leadership of a Regional Director. The regions are charged with administrative responsibilities for the purpose of benefiting school districts and schools falling within their geographical boundaries. Regional Directors are responsible for a variety of activities such as organizing training programs for school administrative personnel; coordinating transportation services; organizing academic, recreational, and cultural activities for schools; and managing professional services for students with disabilities. Regions are also responsible for providing support to address administrative issues in different schools and providing recommendations for addressing such problems. In addition, regions support schools on discipline norms; maintain teacher certification records; provide orientation to school directors on services and systems related to school security as well as any other administrative function delegated by the Secretary of Education.

The districts are branches of PRDE that operate under the direction of a district level special assistant who supervises all academic activities of the schools within the geographical boundaries of the given region. As

part of the district structure, the district level staffing includes academic facilitators for core academic subjects (Spanish, Mathematics, English, etc.) who function as instructional leaders for teachers, serve as coaches, and facilitate professional development regarding curriculum and instructional strategies. These facilitators also provide support in the design of programs adjusted to address the needs of specific students in the school and they collaborate with School Directors in the development of programs for a variety of student subgroups such as the gifted, low performing students, students at-risk of dropping out of school, students enrolled in special education, and students with limited Spanish proficiency. The districts are also responsible for the coordination of professional development activities for teachers and other school support personnel.

At the school level, each school has a School Director (the equivalent of a school principal) who is in charge of the administrative responsibilities and functions as a teaching leader for all teachers within the school. It is important to note that each school director, in conjunction with their school's PCEA Working Committee, will, among other things, establish the activities and interventions that the school will be developing during the school year in order to increase/improve the academic achievement of its students. This plan is known as the Authentic Comprehensive School Plan (PCEA by its acronym in Spanish). The PCEA permits each school to:

- Document achievements of students, personnel, and other resources available for the year, utilizing the available data provided by the PRDE planning unit.
- Document the analysis of student achievement tendencies, identify root causes of low academic achievement, and propose strategies for improving student academic achievement.
- Summarize school professional development needs and pin down additional professional development needs to meet the needs of specific student subgroups within the school.
- Plan activities that reflect the interests and needs of parents, plan initiatives to involve parents in educational processes of the school and promote strong and effective relationships between families and the school.
- Plan for effective use of school budget during the current school year.

PRDE uses a standard platform for PCEAs, which assists and guides schools with the development of their PCEAs. This and other technological tools makes it possible to standardize analysis of needs and the planning process for interventions, retrieval of school level data, dissemination of data to the schools, and use of data for decision making at the school, district, and central levels.

At the PRDE SAEE central level, SAEE is made up of Technical Assistance and Academic Support Unit which consists of seven (7) Special Education Academic Facilitators. This unit also responds to the needs of and provides assistance to the eleven (11) Special Education Service Centers (CSEEs by its acronym in Spanish). Generally speaking, this unit has the following responsibilities:

- Establish SAEE Public Policy in the Academic Area
- Work with the following topics: serving deaf, blind, and deaf-blind students; placement alternatives; early childhood transition; post-secondary transition; autism; and, adaptive physical education.
- Coordinate, via the district-level Special Education Academic Facilitators, activities related to academic support and Technical assistance to schools.
- Prepare and execute a Professional Development Plan for district, municipal, and CSEE level Special Education Academic Facilitators.
- Assure that interventions that should be carried out in the schools in compliance with the ESEA Flexibility Plan are realized.
- Through the CSEEs, streamline and provide special Education services from child find/identification through placement of students.

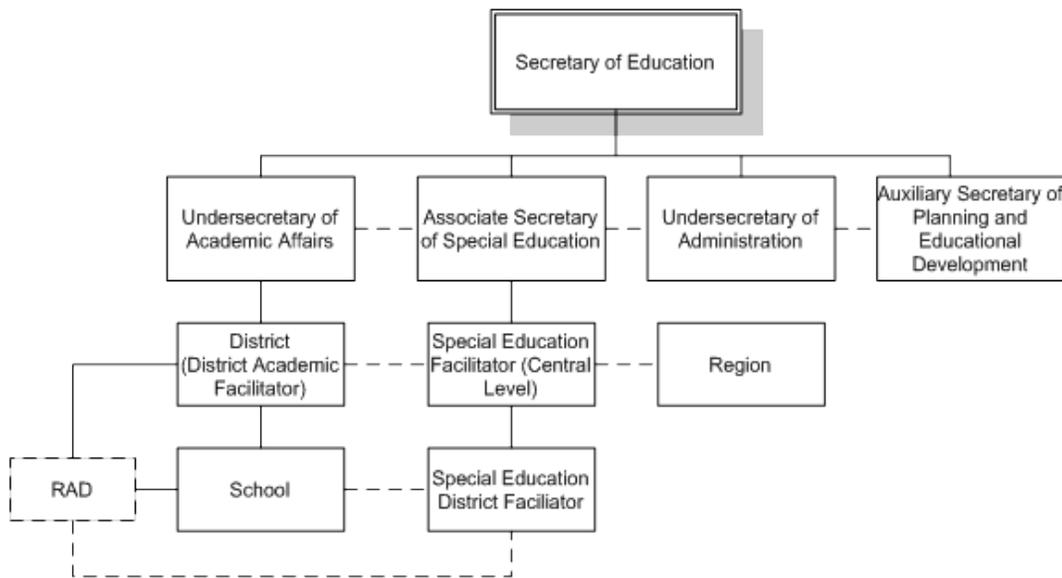
Previously, the facilitators from the Technical Assistance Unit were assigned to substantive specialty areas (e.g., serving deaf-blind students, transition). However, as part of the analysis carried out by the Special Education Secretary in searching for improved academic support to the regions, districts, CSEEs, and schools, it was determined to assign each facilitator from this unit by Educational Region rather than substantive

specialty area. Through this change in approach, the SAEE assured the maintenance of constant and consistent communication with the various administrative levels that make up the PRDE. Moreover, this assures the Technical assistance needs of both districts and schools are met.

As for data systems, the SAEE maintains and can access information regarding students with disabilities from two database/student Information systems which are able to communicate with each other: (i) *Mi Portal Especial* ('My Special Portal' or 'MiPE') (the special Education specific student information system) and (ii) the *Sistema de Información Estudiantil* (the 'Student Information System' or 'SIE' by its acronym in Spanish). Both systems identify students using the same student identification number. This is an improvement compared to the prior special education specific student information system which did not allow for the same level of integration between the two systems.

The following diagram lays out the PRDE infrastructure/organizational structure relevant to implementation of the ESEA Flexibility Plan and the SSIP. It reflects the relationship between the different agency components.

Figure 1-Organizational Chart



Combining Resources and Efforts to Achieve Similar Goals: A Strength of the Puerto Rico SSIP is its Implementation Alongside and Integration with PRDE’s ESEA Flexibility Plan Efforts

One of the criteria taken into consideration for the selection of Indicator 3 as the focus for the SSIP is the fact that this is also a focus of PRDE’s ESEA Flexibility Plan, which has an end goal of improving academic achievement for students, with a goal of having both initiatives aligned and working together. The shared connection in focus and commitment of resources and initiatives is an added strength for the SSIP.

As part of Principle II of the ESEA Flexibility Plan, Puerto Rico proposed a differentiated model of accountability. This new system allows for enhanced transparency, presents new and ambitious Annual Measureable Objectives (AMOs), and classifies schools into four categories: priority, focus, excellence, and transition (remaining Title I schools not otherwise classified). As established through the Flexibility Plan, the initiative provides external service providers to the lowest performing schools (which are designated as ‘priority schools’) and the schools with the lowest graduation rates or largest educational gaps (designated as ‘focus schools’). This permits PRDE to attend to the specific needs of these schools utilizing comprehensive research based interventions.

As established in PRDE’s ESEA Flexibility plan, during the 2013-2014 school year, each school district is to focus its efforts in providing technical assistance to support teachers with their professional development, maintaining rigor in education based in high standards and expectations. As previously mentioned, the

district-level academic facilitators have a key responsibility of monitoring the planning and implementation of school interventions. As such, they are responsible for assuring that schools are attending adequately to these needs with interventions designed to improve the teaching-learning process for all. As part of the Flexibility Plan, teachers serving students with disabilities are provided technical assistance and supervision via the Special Education Academic Facilitators. This personnel is available for all schools and can provide coaching activities within the school as a form of on-site professional development. The hope is that such technical assistance will improve professional capacity of teachers to provide differentiated instruction and make the curriculum more accessible to students with disabilities.

Each school district is to prepare technical assistance calendars to attend to teachers and directors in their efforts to obtain an increase in the academic achievement of our students. The PRDE hopes to evidence a significant growth in academic achievement and to identify valid strategies to maintain academic progress for the 2015-2016 school year.

As part of PRDE's efforts to strengthen infrastructure with the goal of fully implementing the Flexibility Plan, external resources are assigned to provide services to each school classified as a priority or focus school. These resources, external service providers, are referred to as the *Red de Apoyo Diferenciado* (Differentiated Support Network, 'RAD' by its acronym in Spanish). The RADs offer administrative and academic support individualized to address the specific areas of need for each school. The RADs also help schools in planning and implementation of the interventions designed to result in school transformation. Each school community, in cooperation with its assigned external service provider (i.e., its RAD), works to achieve the goals established in the school's intervention plan (which is a component of the school's PCEA). This intervention plan is to contain and address the school's needs and the specific reasons for why they school has been identified as priority or focus.

One of the services the RADs provide is professional development (via workshops, coaching, and other means) throughout the school year and push for the creation of a culture of data based decision making. Moreover, the RADs have the responsibility to provide the necessary support for schools to extended learning time and strengthen community integration. The services provided by the RADs are provided consistent with the strategies established by the School Director in the school's PCEA. Nonetheless, RAD services and resources are provided under a separate budget wholly apart from the school's standard operating budget. For implementing the RAD service efforts, PRDE has assigned a budget of approximately \$81 million dollars island-wide for contracting the external service providers.

With the purpose of assuring compliance [compliance with what? Flex Plan?], PRDE has developed internal systems for monitoring focus schools, through the districts, with the goal of assuring the schools are receiving the necessary support to comply with student needs and attend to the root causes of student academic performance issues. As established through the Flexibility Plan, these monitoring activities are to be held at least three times per year and may include desk monitoring or school visits. As part of the monitoring visits, focus are to provide quarterly evidence of implementation of their action plan. This evidence is collected through the desk monitoring process to be carried out by the Subsecretary for Academic Affairs. It's important to note that the information about results of this monitoring activity will be shared with the SAE to guide decision making y develop new strategies or interventions, as necessary.

To demonstrate appropriate implementation and provide follow-up to the planned interventions with priority and focus schools, PRDE will use an external evaluator. The external evaluator will be responsible for monitoring the processes associated with planning, implementation, and intervention results with the priority and focus schools. Moreover, the external evaluator will carry out follow-up activities directly to the schools via on-site visits at least once per year.

PRDE considers that its strategies with focus schools will result in all students meeting rigorous standards and that all schools will attend to student needs, especially subgroups with lower demonstrated levels of achievement such as students with disabilities and limited Spanish proficient students. Because of the link

between the ESEA Flexibility Plan and the interventions making up the SSIP, the involved costs for implementing the interventions have already been contemplated and reserved for these specific purposes. One resource for the SSIP not contemplated by the ESEA Flexibility Plan involves the more intensive involvement from the SAEE central level holding visits to the selected schools, assisting more directly in the needs assessment process and the professional development offerings.

One limitation has been the amount of subject/material based academic facilitators and special education academic facilitator positions that were vacant. Academic Facilitators are area or subject experts who serve as liaisons between the administrative levels to support services within their area of expertise in the schools. At the district-level, there are Academic Facilitators dedicated to subject-matter areas such as Mathematics as well as Academic Facilitators with expertise in Special Education. Additionally, there are Special Education Academic Facilitators assigned to the municipality level. With the goal of providing the best academic support to the schools, the SAEE revised the job responsibilities of the Special Education Facilitators at the District and Municipality levels to clarify their distinct roles and responsibilities. For special education, the municipality facilitators focus on gathering data and documentation evidencing compliance with legal requirements and reporting while the district level facilitators are dedicated to providing technical assistance on more academic and results oriented matters, including integrating themselves with the district work plan.

At the outset of Phase I of the SSIP, the majority of Special Education Academic Facilitator positions within the Humacao Region were vacant—at both the district and municipality levels. Specific to the Yabucoa District, the district had been without any assigned Special Education Academic Facilitators for an extended period of time. As a result, the region struggled with its limited number of Special Education Facilitators focusing in large part on attending to administrative and reporting tasks, not allowing sufficient time for providing the academic support and technical assistance required by the schools.

Such vacant positions were a concern island-wide, but particularly within the Humacao Region. Following a significant effort by PRDE and SAEE, pushed in part by the Flexibility and SSIP efforts, there has been success in filling the majority of Special Education Academic Facilitator positions that were empty island-wide. In the case of special education facilitator positions, the SAEE has successfully filled more than 75% of the positions that were vacant. Within Humacao Region, and as part of ensuring the necessary infrastructure to implement the SSIP, the SAEE filled 100% of the Special Education Academic Facilitator positions. Through this effort, there was success in strengthening the academic component that is providing technical assistance directly to the schools as well as at the district and SAEE levels.

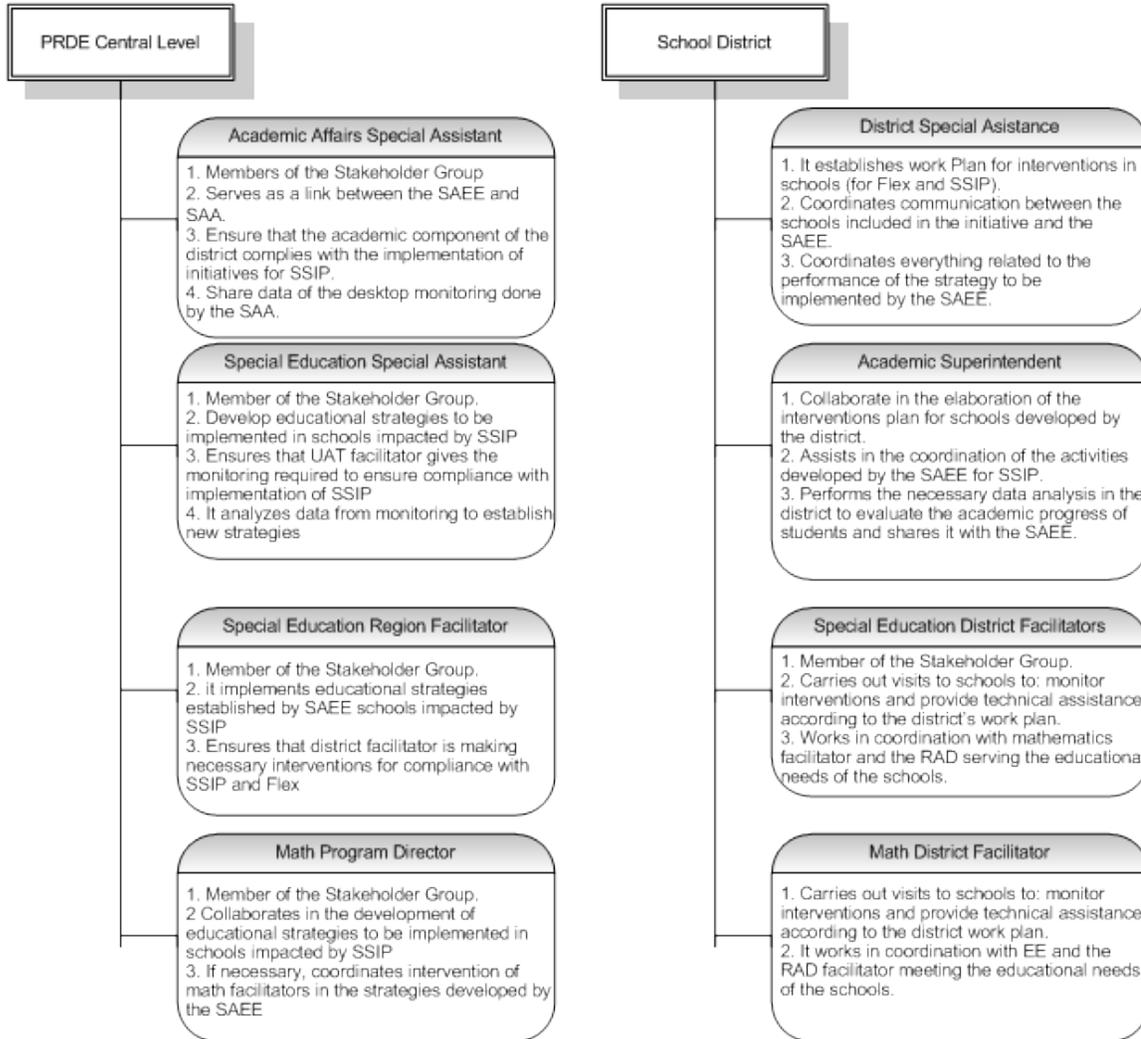
In terms of Mathematics at the outset of Phase I, the district only had one Mathematics Facilitator for providing technical assistance to the district. An analysis conducted as a part of the ESEA Flexibility Plan infrastructure analysis, it was determined that the Humacao Region required three mathematics facilitators. Since that time, all three mathematics facilitator positions were created and have been filled. These efforts to ensure the necessary infrastructure in terms of Special Education and Mathematics Facilitators with the Humacao Region is key to successful implementation of PRDE's SSIP.

Considering the infrastructure analysis as part of SSIP Phase I, it was determined that as part of Phase II of the SSIP, PRDE would include as part of the stakeholder group, representation of the different levels of the DEPR. The additional resources incorporated into the stakeholder group, which has been mentioned previously in the SSIP, included the Academic Superintendent of the Yabucoa School District (whose main responsibility is overseeing the implementation of the Flexibility Plan in the District of Yabucoa), the Director of the Mathematics Program (which is part of the Undersecretary of Academic Affairs), a School Director, and a Special Education Teacher. In addition, as part of the stakeholder group, the SAEE joined forces with the Yabucoa School District with the goal of carrying out coordinated work to address both Flexibility and the SSIP initiatives. Initially, orientations were held to present the SSIP and evaluate how special education would be able to strengthen support provided by the RAD. Working sessions were coordinated to analyze the planned interventions in the selected schools, along with employees of the

school district and the RADs.

Below we provide a graphic image of the representatives who were involved in the development of Phase I and will be involved in the development and implementation of Phase II of the SSIP:

Figure 2-Representatives who are involve in the development of SSIP



In the *Selection of Coherent Improvement Strategies* section, more detail is provided regarding the strategies to be implemented.

OSEP Response

Required Actions

Indicator 17: State Systemic Improvement Plan

Measurable Results for Students with Disabilities

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

Statement

PRDE's State-Identified Measurable Result (SIMR) is aligned to APR Indicator 3C and focuses on improving the performance of students with disabilities on the PPAA. Specifically, the SIMR shall be an increase in the percentage % of special education students from the 6th grade who score proficient or advanced on the regular assessment for math from the selected schools in the Yabucoa School District.

As stated at the outset of this SSIP, the following tables reflect the SIMR baseline data (FFY 2013) and SIMR targets for FFY 2014-2018:

Baseline Data

FFY	2013
Data	1.47%

FFY 2014-FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	1.5%	1.5%	2.5%	3.0%	3.5%

Description

Description

Through the SSIP, PRDE hopes to improve performance of students with disabilities on the PPAA specifically within the following parameters:

- Students in sixth grade;
- Who attend focus schools in the Yabucoa School District;
- In the subject of Mathematics.

PRDE hopes that the interventions of the SSIP will result in increases in percentage of students who attain 'proficient' or above each year. As discussed throughout the SSIP, and in large part in the data analysis section, PRDE engaged in a systemic process with extensive stakeholder involvement in order to select the SIMR.

As discussed with the stakeholder group, PRDE has established measurable and rigorous targets for each

successive year of the SSIP (FFYs 2014 through 2018) which require PRDE to more than double the percentage of special education student who score proficient or advanced on the regular assessment for math from the selected schools in the Yabucoa School District.

PRDE notes that while this SIMR focuses on improving a result for a subset of the SEA population of students with disabilities, implementing this SSIP will have an impact on the Statewide results. First, the targets aim for an increase in a subset of the overall measurement for Ind. 3C. Even a small increase here will increase the overall results for 3C. More importantly, while the SIMR focuses on grade 6 assessment, the interventions will be implemented in grades four (4) through six (6), and as such, we expect to see increases in the fourth and fifth grade assessments as well, which will also increase the results in Ind. 3C. These interventions for grades 4 through 6 at the selected schools began in January 2015. The first class of 6th grade students who have received the interventions will be taking the assessment this spring will have had the interventions for only a couple months before taking the exam. The second group, which will take the assessment in spring 2016, will have had the interventions for an entire school year. The third group, testing in spring 2017, will have had two full years of interventions (their entire 5th and 6th grade years) while the fourth and future groups will have had three full years with the interventions (their entire 4th, 5th, and 6th grade years). The idea is that the longer the students have consistently had these interventions, the better the chances of success they will have in attaining proficiency on the 6th grade mathematics assessment. Moreover, we expect the impacts of the interventions to continue beyond sixth grade leading to improved results in assessments in later grades as well. As such, improving results on this SIMR by implementing this SSIP will improve results on Inc. 3C overall on a Statewide basis.

Additionally, PRDE hopes to expand implementation of these interventions from the 9 focus schools in the Yabucoa district to all focus schools island-wide. Currently, there are 128 elementary level focus schools throughout PRDE. The following table reflects the percentage of sixth (6th) grade students with disabilities who took the Mathematics PPAA in April 2014 that attended focus schools.

Table 11-Percentage of 6th Grade Students with Disabilities taking the Mathematics PPAA who Attend Focus Schools

Sixth Grade Students with Disabilities Who Took the Mathematics PPAA in April 2014	
A. Number Attending Focus Schools	1323
B. Number Attending All Schools	8760
<i>Percentage Attending Focus Schools (A divided by B)</i>	15.1%

As reflected above, 15.1% of all 6th grade students with disabilities who took the mathematics PPAA in April 2014 attended focus schools. Withstanding significant changes in school populations or focus school designations, PRDE SAE E anticipates this percentage to maintain relatively steady in coming years. As such, upon PRDE’s planned expansion of the interventions to all focus schools, PRDE will directly be impacting 15.1% of this population. As discussed in prior sections, focus schools generally reflect lower achieving populations. Targeting the SSIP effort in these schools has the potential to have a significant impact on a State-wide basis.

Following the second semester of 2014-2015, the PRDE SAE E will analyze data to evaluate the effectiveness of the interventions in the District of Yabucoa. This will be evaluated using the database of 2015 assessment results, as well as analysis of periodic academic evaluations and student progress reports that are issued at the 10 week, 20 week, 30 week, and 40 week points throughout the school year. Through this effort, necessary adjustments can be made in advance of expanding the interventions island-wide.

During the first semester of the 2015-2016 school year, PRDE SAE E hopes to expand the SSIP interventions to all 128 elementary-level focus schools. This will be done with the support of staff from the central level

through the district level, who will ensure the continuity of work and intervention implementation in each school. This was a decision discussed with and recommended by stakeholders.

The SIMR is clearly based on PRDE's data and State infrastructure analyses. Figure Three lists the components at the central and school district levels that will be supporting this initiative.

Figure 3- PRDE Resources Involved in Implementing the SSIP Initiative

The central level component, along with the stakeholder group, will work on the development and logistics of the required interventions to attend to the needs of each school. In coordination with district level personnel, PRDE assures it will offer, to the teachers of the selected schools, professional development on the identified topics. This will be accompanied by follow-up from the school district with the support of the Special Education Academic Facilitator who will serve as a liaison with the Educational Region. During this follow-up, work sessions will be held with teachers to evaluate the application of strategies discussed in offered professional development workshops.

Additionally, support will be provided with internal resources from the agency, specifically the support of the Differentiated Support Networks (RADs by the acronym in Spanish) at focus schools (please refer to the extensive discussion of the RADs in the Infrastructure Analysis section. As previously discussed, the RADs were established through PRDE's ESEA Flexibility Plan. In light of these resources and our infrastructure analysis, PRDE SAEE, in order to avoid duplicity of effort and maximize results of the Flexibility Plan efforts, the SSIP interventions will be integrated with the RAD support efforts. The RADs are providing special attention to activities related to serving students with disabilities in grades 4 through 6 in the identified schools. Moreover, the RAD has among its responsibilities, the creation of workshops aimed at attending to previously identified themes for each subject area. As part of the special education themes to be addressed in these schools is identifying needs related to the SSIP.

OSEP Response

Required Actions

Indicator 17: State Systemic Improvement Plan

Selection of Coherent Improvement Strategies

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

As previously discussed and explained in detail, one of the determining factors leading to the selection of Indicator 3C as the area of focus for the SSIP was close relationship to goals of implementing PRDE's ESEA Flexibility Plan. Below we discuss our coherent improvement strategies in two parts: district level efforts initiated through the ESEA Flexibility Plan (which are discussed in great detail as a part of our infrastructure analysis) and SAEE-specific efforts being provided in addition to the ESEA Flexibility Plan efforts.

Throughout PRDE's ESEA Flexibility Plan, schools designated as focus schools are assigned an external service provider to serve as their RAD. The RADs are external providers that have the responsibility of offering services aimed at school transformation and school turnaround. The efforts are to be focused on increasing the academic achievement of students and teacher professional development, taking into consideration the specific needs of each school, including the needs of students with disabilities. They will offer individualized attention in administrative and academic areas for each school that they serve. As discussed earlier in our SSIP, all schools selected to receive SSIP interventions are focus schools. As such, all schools participating in the SSIP are receiving the support of a RAD.

Generally, each RAD shall implement coherent and integrated interventions and improvement strategies that shall offer: administrative support, programmatic interventions, extended schedules, and improved relationships with the school community. Additionally, the RAD shall apply models, strategies, services, and activities that have been proven effective in improving academic achievement, including differentiated instruction for students with disabilities. To ensure the interventions carried out by these providers are aligned with academic standards and current curricular materials, these providers participate in trainings offered by PRDE personnel regarding current curricular materials, planning, differentiated instructions, and strategies adopted by the Subsecretary for Academic Affairs, so that they may be able to dominate these themes.

Specifically, the RAD support to the schools focuses on the following areas:

1. **Administrative and Operational Support** – The administrative and operational support is based in providing tools to school personnel to carry out their work in more efficiently. They provide support, training, and follow up to achieve effective implementation of the work plan established for the school year, maximize resources, and comply with academic work efforts. For Special Education, the services in this area include:
 - Assistance in coordinating academic support to general Education teachers from Special Education Academic Facilitators with the goal of supporting teachers and providing them with differentiated Education strategies in teaching special Education students participating in the general curriculum / general classroom setting.
 - Support to ensure appropriate distribution of equipment and didactic materials necessary for serving this student population.
1. **Learning Communities** – Through this initiative, the RAD will be providing resources and strategies with the purpose of significantly integrating the community and enriching the educational process.
2. **Workshops** - Some of the themes that will be covered through the workshops are:
 - a. Data Driven Decision Making
 - b. Educational Leadership
 - c. School Climate and Culture
 - d. Discipline and Security/Safety
 - e. Assessment
 - f. Planning differentiated integration, individualized instruction, and construction of knowledge.

- g. Attending to special student needs, training of pedagogical strategies, accommodations, and alternate evaluations.
1. Individual Coaching – For school directors and teachers that provide instruction by core subject area, including mathematics, and special education.
 2. Group Coaching – This is by establishing learning communities by grade or material area, including teachers of Special Education.
 3. Provide follow-up on Basic Materials and Special education, in the areas of:
 - Planning process and academic achievement in the classroom.
 - Demonstrative Classes.
 - Modeling differentiated instruction.
 - Effective utilization of various evaluation methods.
 - Utilizing student data to guarantee effective differentiated instruction.
 - Attending to the needs identified through classroom observations, school transformation plan, and the results from evaluations and teacher requests.
 1. **Instruction (Extended Learning Time** of one hundred forty-four (144) hours during the school year) for the core subject areas with an emphasis on Spanish and Mathematics – Each RAD, along with the school director, is to design a program that provides this extended learning time for students for enrichment and the instruction necessary to meet academic standards.

In addition to the above mentioned support, the RADs will be responsible for:

- Strengthening and promoting teacher use of curricular materials developed and aligned to PRDE’s new standards, particularly curriculum maps and sequencing calendars according to focuses of the PRDE academic programs.
- Support the design and implementation of instructional strategies that permit students to dominate PRDE grade level standards with a special emphasis of Mathematics and Spanish. These strategies include strengthening development of linguistic concepts and mathematics, creating intellectually challenging activities that permit students to continuously advance to superior levels based on their competencies.
- In cooperation with PRDE, support the implementation of internal evaluation administration in Focus Schools to measure progress of students in subjects of Spanish, English, Mathematics, and create systems for managing and using these data in the school community.

Specific to the Yabucoa District, the district special assistant (i.e., superintendent) directed the RADs for the selected schools within the district to provide special attention to addressing needs of students with disabilities in the general curriculum in grades four through six in the area of mathematics.

In addition to the agency-wide efforts PRDE is implementing, the SAEE has begun to develop a series of improvement strategies aimed at strengthening infrastructure. Among these efforts are:

- The SAEE has joined efforts with the Yabucoa District with the purpose of carrying out coordinated work to address both the ESEA Flexibility and SSIP initiatives. Initially, orientation sessions were held to present the SSIP and evaluate how SAEE and special education staff would be able to strengthen support provided by the RADs. Working sessions were coordinated to analyze the planned interventions in the selected schools, including staff from the School District and the RADs.
- Review of the functions of the Special Education Facilitator of the District in order to focus on offering Technical assistance to the schools.
- As previously discussed, there had been a need to fill Special Education Facilitator positions in the District. SAEE was approved for fill the vacant positions, and then successfully filled all of those positions.
- As part of the ESEA Flexibility Plan, the SAEE is conducting a needs assessment regarding technical assistance for teachers with regard to special education, beginning with focus schools (as defined within the Flexibility Plan). The purpose is to prepare an intervention plan based on the needs identified by each school. This intervention plan will operate in coordination with the RADs, the companies who are contracted to provide support services directly to the schools.
- There was an orientation for Special Education Planning during October 21st, 2014 to Special Education Teachers of all regions. The speakers were Mr. Felipe Olmeda (Ponce, Caguas and Mayagüez- Regions) and Jorge Pérez (for Arecibo, Bayamón, Humacao and San Juan Regions). On November 12 and 18, 2014, Mr. Felipe Olmeda attended to a pair of orientations relating technical assistance in the Barranquitas District to Special Education teachers.
- Also, there was a second training to the Special Education Facilitators of Humacao Region, during December 4, 2014, to clarify questions and doubts related to ESEA Flexibility. The subjects discussed were Public Policy in the Planning of Learning and Curriculum Processes, and the participants included Special Ed Facilitators and Teachers.
- A residential workshop about differentiated instruction with an emphasis on students with disabilities was held. This workshop was provided for Academic Subject Material Facilitators as well as Special Education Facilitators. The goal is to prepare a district work plan for how the team would work together to train schools about this theme.

In addition to the strategies already implemented, and as discussed with and evaluated by the Stakeholder Group, the SAEE will be impacting Focus Schools in the additional following ways:

- In accordance with PRDE's ESEA Flexibility Plan, the district special assistant (superintendent) is charged with developing an intervention and academic monitoring plan that includes regular visits to the schools by Academic Facilitators, which includes the Special Education Facilitator. The frequency of the visits depends on the given school's classification. As all schools at issue in the SSIP are focus schools, these schools will be visited once each week. The goal of monitoring plan is to ensure the effective use by the schools of the curricular materials and implementation of PRDE's academic public policy initiatives, to help teachers with the use of data for developing differentiated academic instruction, to provide job-embedded professional development to teachers to assist them in using the different academic intervention strategies, and to develop corrective actions to attend to teacher needs.
- The SAEE will establish Intervention Plans based on needs assessments carried out at each Focus School.
- The SAEE will establish a Professional Development Plan to impact math teachers and special Education teachers at focus schools who teach fourth through sixth grade. Among the first themes that will be addressed as part of this plan are reasonable accommodations and differentiated instruction. Nonetheless, these themes may vary depending on the needs identified at each school as a result of Special Education Academic Facilitator intervention activities.
- The SAEE will continue holding periodic meetings between Special Education Academic Facilitators, Mathematic Facilitators, and the RAD coordinators / 'coaches', with the goal of coordinating efforts to establish and share intervention strategies that results in the highest levels of success. Also, these meetings will aim to promoting teamwork between math teachers from the general curriculum and special education teachers.

In summary, all of these activities, both those initially contemplated through the ESEA Flexibility Plan and those involving added resources and efforts lead by SAEE and special education staff, work to support the following key improvement initiatives: conducting school specific needs assessments for serving students with disabilities, providing professional development for teachers on serving students with disabilities that is coordinated between the SAEE and the districts and school RAD, assuring necessary resources are in place such as necessary academic facilitators, and district level academic monitoring to ensure compliance with ESEA Flexibility activities and goals. These activities are based on and supported by PRDE's data and infrastructure analyses, consider current PRDE initiatives, and are targeting at addressing root casus for low performance and

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building capacity to achieve the SIMR for children with disabilities. Additionally as discussed earlier in the SSIP, PRDE SAEЕ has plans to scale up intervention of improvement strategies to additional schools. Also, the effectiveness of the improvement strategies will be continuously reviewed and revised or further scaled up as necessary.

OSEP Response

Required Actions

Indicator 17: State Systemic Improvement

Plan

Theory of Action

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

[Theory of Action Graphics](#) Theory of Action Graphics



Provide a description of the provided graphic illustration (optional)

Description of Illustration

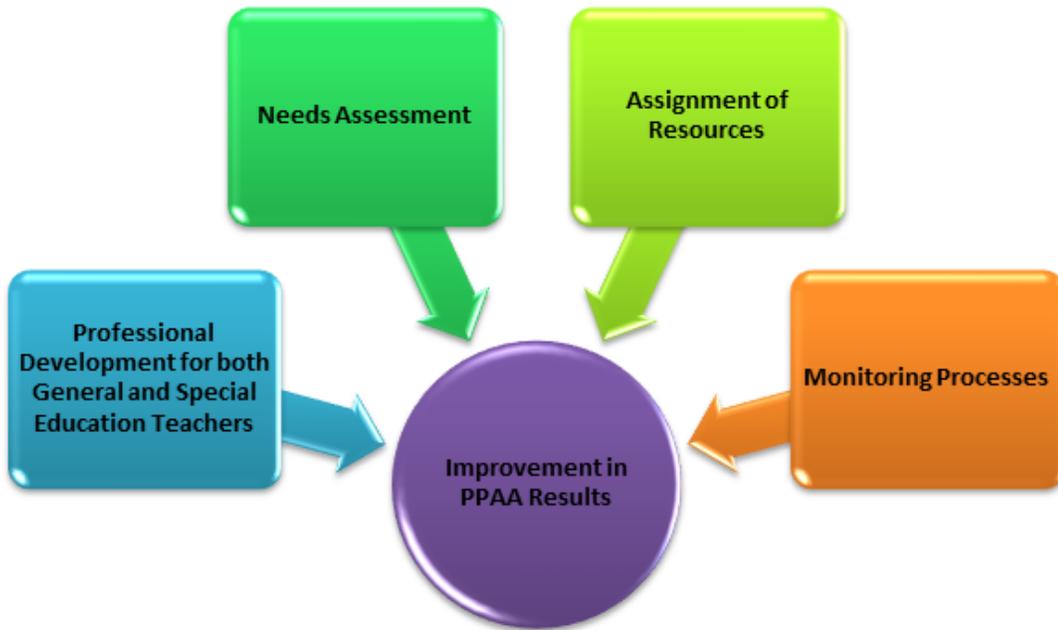
As depicted below in our Theory of Action graphic, PRDE believes that IF it implements the combination of the following interventions:

- Conducting a school specific needs assessment for serving students with disabilities;
- Providing professional development for both general and special education teachers with regard to serving students with disabilities that will be sure to address concerns identified in the needs assessment (in a coordinated fashion between the SAEE, the RADs and the school district);
- Assignment of additional resources such as ensuring a district level special education facilitator is in place as well as those services provided to the school by the RAD (discussed above); and,
- An Academic Monitoring plan carried out by the district to ensure compliance with the Flexibility Plan,

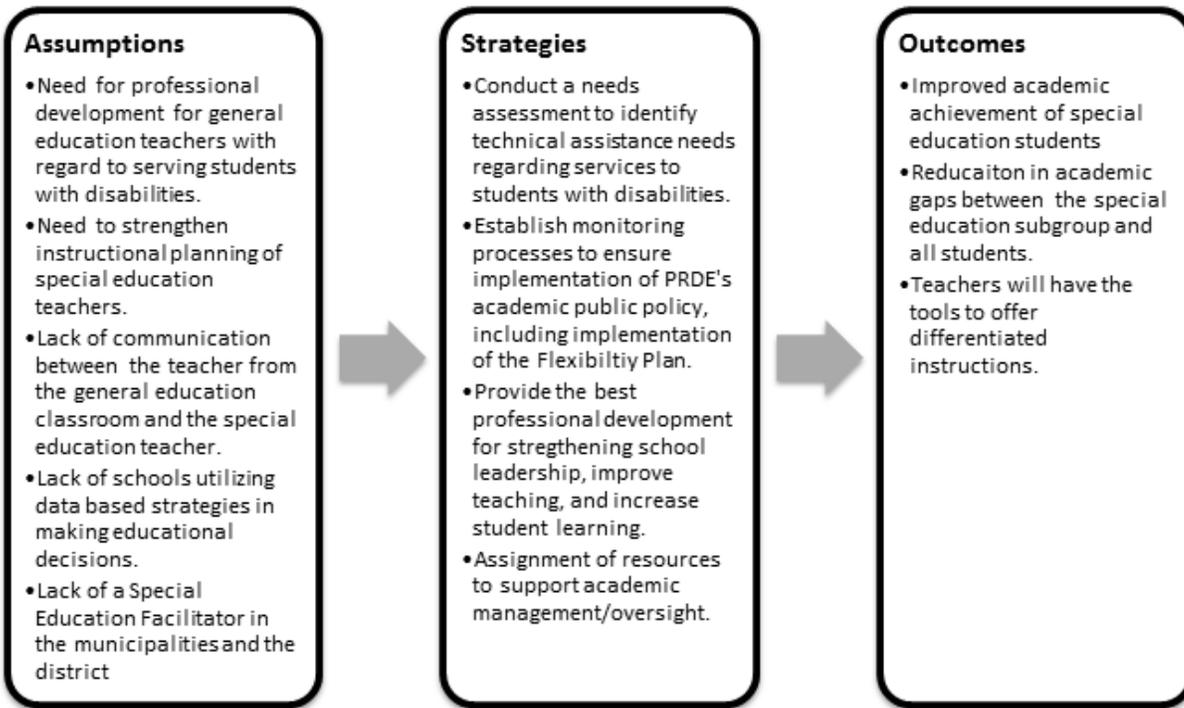
THEN, the result will be in improved performance of students with disabilities taking the PPAA at the participating schools. Moreover, PRDE anticipates that the more time in which students are served with these interventions, the more improvement can be expected with their PPAA results. As such, with the interventions being implemented in 4th through 6th grade, while PRDE expects to see results in the first year, PRDE believes that greater results will be seen in future years as those students will have been served with these interventions for longer periods of time. As such, stakeholders believe that this theory of action has a high likelihood of leading to a measurable improvement in the SIMR.

Stakeholders were involved in the development of the Theory of Action. Multiple meetings were held with the Stakeholder Group where general needs were identified first, and later after those needs were validated through visits the district and school and those needs were validated. Similarly, the group discussed the strategies that would be utilized to address the needs that would be most likely to result in academic gains for students.

The below graphic illustration shows the rationale of how implementing the coherent set of improvement strategies described throughout this document will lead to achievement of improved results for children with disabilities.



Additionally, we are including a second graphic that addresses concerns/assumptions raised by the stakeholders that may impact the achievement of students with disabilities, coherent improvement strategies identified to address these needs, and expected outcomes from implementing these activities. In establishing these items, stakeholders considered the data and infrastructure analyses. The arrows demonstrate the relation between the information in each box.



OSEP Response

Required Actions

Certify and Submit your SPP/APR

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Selected: Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Carlos J. Rodriguez Beltran

Title: Special Education Secretary

Email: rodriguezbcj@de.pr.gov

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