

Part B State Annual Performance Report (APR) for FFY 2005**Overview of the Annual Performance Report Development:**

Over the past four months, the Puerto Rico Department of Education (PRDE) Office of Special Education has undergone significant positive change that is allowing for a constant and involved leadership that had been lacking over previous years. Despite having highly qualified directors of this office, the turnover rate in the position made sustained progress difficult. In September 2006, Miriam Merced Cruz was appointed the Director of the PRDE Office of Special Education. Under her leadership, a team of dedicated Office of Special Education Employees have been working together to help globally and comprehensively address the various reporting requirements PRDE faces, both federally and within Puerto Rico.

This has been new territory for many of the members of the committee. It has been a learning and growing experience for team members and the Office of Special Education as a whole. PRDE faced extensive federal reporting requirements for February, 2007, and is proud to meet the deadline for submission of all required reports.

As addressed through this and accompanying reports, PRDE is proud of the progress it has made in some indicators and looks forward to maintaining and increasing the progress begun in these areas. Regarding other indicators, PRDE recognizes much more work is required to meet its targets. Now with a committed team with dedicated leadership, it is certain PRDE Office of Special Education will be able to make strides in coming months and years.

The PRDE Office of Special Education looks forward to working collaboratively with OSEP in order to ensure compliance and work toward improving the educational experience for our students.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

- **All Youth:** The total number of students graduating from the 12th grade (including IEP students) divided by the overall 12th grade enrollment for that year.

- **Youth with IEP:** The total number of students with an IEP graduating from the 12 grade divided by the overall 12th grade enrollment of students with an IEP for that year.

Actual Target Data for FFY 2005:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percentage of graduating students will remain at baseline

Actual Target Data for FFY 2005(2005-2006):

Data source for graduation information: 2005-2006 - 618 Data Report and data from the Planning Division.

As stated in the SPP, PRDE has not yet been able to calculate baseline data to compare overall graduation rates with special education rates. This problem currently persists. We continue to await full implementation of the electronic information system in order to enable us to calculate this data. Also, once the information system is operational, we anticipate changing our graduation rate definition in the SPP in order to be more compatible with other states definitions.

All Students	Number of Students
<ul style="list-style-type: none"> ■ Total 12th grade enrollment 	26,645
<ul style="list-style-type: none"> ■ Total students graduating from 12th grade 	24,637
<ul style="list-style-type: none"> ■ % 	92.46%

IEP Students	Number of Students
<ul style="list-style-type: none"> ■ Total special education enrollment <ul style="list-style-type: none"> ■ Total special education students graduating from 12th grade 	94,795 1,278

The total number of graduating students for 2005-2006 is 24,637. This represents a 92.46% of the overall 12th grade enrollment for that year. Currently, PRDE is unable to calculate a special education graduation rate based on the same formula.

A total of 1,278 Special Education students graduated from the 12th grade in 2005-2006. This represents 1.3% of the overall special education enrollment and 5.2% of all graduating students.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

The Puerto Rico Department of Education and its Special Education Program is presently under the development of a Student Information System (SIS) that will allow department wide information management. PRDE contracted IBM and is currently doing data entry. PRDE has completed 75% of student data entry.

PRDE has continued to collect graduation data for regular and IEP students from paper reports that are submitted by the schools at the end of the school year. The student information system will allow PRDE to readily gather valid and reliable data.

The following activities were proposed as part of PRDE’s SPP. We hereby identify those completed, progress, and slippages:

Activity	Progress	Slippages
1. Continue to collect and validate graduation data for regular and IEP students	PRDE has collected data using paper reports from its 160 High Schools. It has also collected graduation data from the Special Education Units island -wide.	PRDE recognizes the limitations paper reporting and data collection represent. PRDE is currently working on the development of a student information system. The implementation of the information system has taken longer than anticipated.
2. Align Special Education Program data collection to track information consistent with the one used by Academic Affairs for NCLB.	SIS will provide for data collection to be consistent.	PRDE is currently doing data entry. Student data entry is expected to be completed by the end of the school year.
3. Set measurable and rigorous target using valid data and submit in the February 1, 2007 plan	PRDE’s target for 2005-2006 remained the same as the baseline.	Realistic targets need to be set once we have reliable data.

<p>4. Increase special education support, placement options, streamlined procedures, transition planning available to IEP students in high schools.</p>	<p>PRDE has reviewed State policies on graduation criteria, vocational services and school administration that increase special education support, placement options, procedures and transition planning to high school students.</p> <p>Effective strategies have been put in place between Vocational Ed & Special Ed</p> <p>Increase in the number of human resources available at the high school level.</p>	
<p>5. Increase special education support, professional development, technical assistance available to high school teachers and other personnel.</p>	<p>Professional development on transition services was provided.</p>	
<p>6. Include graduation rates in the monitoring process.</p>	<p>Monitoring documents have been revised to include graduation information. Monitoring staff has been trained on reviewing graduation information. PRDE is currently using these new guidelines in the monitoring process.</p>	
<p>7. Continue to implement efforts to facilitate transition services; student participation in decision making process; placement options, inclusion of key stakeholders, intra an interagency.</p>	<p>Regular Education, Special Ed and Vocational Education Programs have continued to implement efforts to facilitate transition services, student participation in decision making processes and placement options.</p>	

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for (2005-2006)

PRDE again reserves the right to adjust its SPP targets and baseline data.

B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

Measurement: Measurement for youth with IEP, s should be the same measurement as for all youth.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Dropout rate for students with IEP's ages 14-21 is 5.8%

Actual Target Data for (2005-2006):

The calendar year for counting drop outs is September-August. Students who drop out of school over the summer are counted as drop outs in the year and grade in which they fail to enroll. Students who leave high school to enroll in adult education GED preparation programs are reported as drop outs unless PRDE can track these students and confirm their GED equivalency by September 1st. Measurement for youth with disabilities is the same measurement as for all youth.

The Puerto Rico Department of Education and its Special Education Program is working to improve the reliability and validity of its data. As discussed in Indicator 1, the SIS will allow PRDE to collect data on all students exiting from school. Currently data is aggregated by all exiting reasons such as transferring to a private school and moving from Puerto Rico.

PRDE collects drop out data for students with IEP's as per Section 618 data reporting requirements. The data is disaggregated by disability and age PRDE defines "dropping out" for students with IEP's as students who leave school prior to completing the academic program," which is consistent with the definition used in Section 618 data report.

During the 2005-2006 school year 673 students ages 14 -21 dropped out from school. The total number of IEP students ages 14-21 is 27,608. Thus the dropout rate for IEP students between the ages of 14-21 is 2.4%. Accordingly, this exceeds the target.

The total enrollment for special education students PRDE-wide is 94,795.

The number represents 0.7% of the total special education enrollment for that year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (200S-2006):

The following activities were proposed as part of PRDE's SPP. We hereby identify those completed, progress, and slippages:

Activity	Progress	Slippages
1. Develop and implement a consistent dropout rate for both regular and IEP students.	PRDE has adopted the CCD State Drop out definition for all students.	PRDE needs to collect reliable data on student drop outs.
2. Increase special education support available for high school students	<p>PRDE has reviewed State policies on graduation criteria, vocational services and school administration that increase special education support, placement options, procedures and transition planning to high school students.</p> <p>Effective strategies have been put in place between Vocational Ed & Special Ed</p> <p>Increase in the number of human resources available at the high school level.</p>	
3. Increase special education support for teachers and other high school personnel.	Professional development on transition services was provided.	
4. Increase coordination between Special Education and Academic Affairs Offices to ensure accuracy and uniformity of data.	PRDE has reorganized the Unidad de Evaluación y Promoción de la Calidad Educativa to ensure accuracy and uniformity of data. This unit is staffed with special education personnel.	
5. Develop and implement a system to track dropout rates of IEP students aligned with NCLB approved rates.	The SIS will allow PRDE to track dropout rates of IEP students.	
6. Include drop out information in targeted monitoring system.	Monitoring documents have been revised to include drop out information. Monitoring staff has been trained on reviewing drop out information. PRDE is currently using these new guidelines in the monitoring process.	
Continue to implement efforts to facilitate transition seen/ices, student participation in	Regular Education, Special Ed and Vocational Education	

<p>decision making process, placement options, inclusion of key stakeholders, intra and interagency.</p>	<p>Programs have continued to implement efforts to facilitate transition services, student participation in decision making processes and placement options.</p>	
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Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources

PRDE reserves the right to revise its measurement method, baseline, and targets for indicator # 2 if data permitting a more accurate measurement for drop out becomes available.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. **Puerto Rico is a unitary system, thus part A is not applicable to PRDE.**
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$. **Puerto Rico is a unitary system, thus part A is not applicable to PRDE.**
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included a but not included in b, c, d, or e above.

Overall Percent = $[(b + c + d + e) \div (a)]$.

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \div (a)] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \div (a)] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \div (a)] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \div (a)] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.
 Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2005-2006	<p><i>Maintain the baseline % of IEP students participating in the regular assessments with and without accommodations</i></p> <p><i>Maintain the proficiency rate of IEP students participating in regular assessments with and without accommodations and alternate assessments</i></p>

Actual Target Data for Part B of this Indicator for FFY 2005: Participation rate = 96.94%

Data Year	a. #of children with IEPs in grades assessed	b. #of children with IEPs in regular assessment with no accommodations	c. #of children with IEPs in regular assessment with accommodations	d. #of children with IEPs in alternate assessment against grade level standards	e. #of children with IEPs in alternate assessment against alternate achievement standards
2005-2006	49,469	18,348	27,403	0	2,202

Measurement for Part B of this Indicator for FFY 2005:

Data Year	b + c+ d + e	Divided by a	Times 100	= %
2005-2006	47953	0.969354	96.94	96.94%

Actual Data for Part C of this Indicator for FFY 2005:

Unfortunately, at this time, PRDE is unable to calculate proficiency rates because it is unable to retract the proficiency information for the performance of special education students who took the regular assessment, both with and without accommodations. As soon as PRDE is able to extract this information, it will be provided to OSEP. The information PRDE does currently have available is as follows:

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ASSESSMENT	REGULAR ASSESSMENT		REGULAR ASSESSMENTS		*Alternate Assessment Against ALTERNATE ACHIEVEMENT Standards		
			WITH ACCOMMODATIONS	WITHOUT ACCOMMODATIONS			
Number of IEP students participating in the assessment process program	45,681		27,351	18,330	2202		
PROFICIENCY	HIGHLY PROFICIENT	PROFICIENT	PROFICIENT VS. HIGHLY PROFICIENT	PROFICIENT VS. HIGHLY PROFICIENT	HIGHLY PROFICIENT	PROFICIENT	
Performance of IEP students participating in the assessment program	Spanish	4,148	8,211	NOT AVAILABLE AT THIS TIME.	NOT AVAILABLE AT THIS TIME.	138	526
	Math	3,880	12,543	NOT AVAILABLE AT THIS TIME.	NOT AVAILABLE AT THIS TIME.	102	509

- School year 2005-2006 data or the alternate assessment against alternate achievement Standards cannot be compared to the 2004-2005 data. In 2005-2006 PRDE administered the new PPEA test which is an AA-AAS.

Analysis of Data

The Puerto Rico Department of Education administers an Island wide criterion referenced assessment. The tests are known as the *Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA)*. PRDE also administers a portfolio based alternate assessment based on alternate achievement standards known as the *Pruebas Puertorriqueñas de Evaluación Alterna (PPEA)*. The State assessment system ensures the participation of regular and IEP students, grades 3-8 and 11 in Spanish, Mathematics, English as a second language and Science. Students with IEPs may participate in the PPAA with or without accommodations or in the PPEA based on what is appropriate pursuant to the child’s IEP.

In 2004-2005 PRDE field tested the PPEA. A well designed alignment process was carried out in order to align the PPEA content with the regular performance standards. The 2005-2006 school year has been the first year the PPEA was administered island wide to students with significant cognitive disabilities in Spanish, Math and English as a second language. The Science PPAA and PPEA tests were field tested in the 2005-2006 school year.

In May 2005 PRDE reported the students’ performance on the PPAA and PPEA to the public. Reporting performance results to schools and parents was done at the same time and in the same manner for both regular and special education students.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005-2006):

The following activities were proposed as part of PRDE’s SPP. We hereby identify those completed, progress, and slippages:

Activity	Progress	Slippages
1. Administer the alternate assessment through the Portfolio methodology to assess IEP students’ performance in Spanish, English and Math as scheduled each year.	The AA-AAS was administered to students with significant cognitive disabilities island wide.	In the first year administration of the PPEA teachers needed clarification on the participation criteria.

2. Include other areas to the alternate assessment in alignment with areas included in the regular assessment as needed.	Science tests were field tested during the 2005-2006 school year. Operational Science tests will be administered in Spring 2007.	
3. Train teachers, leadership personnel on IEP student's participation in assessments.	Training was provided to PRDE personnel on IEP students' participation in the assessments.	
4. Track IEP students participation rate on Island wide regular and alternate assessment		A lack of a fully functioning student information system makes tracking difficult.
5. Continue to evaluate compliance with participation on monitoring activities.	Monitoring system evaluates compliance with participation in assessments in schools visited.	
6. Strengthen collaboration with the Academic Affairs Office to ensure compliance with assessment participation and reporting requirements.	PRDE has reorganized the Unidad de Evaluación y Promoción de la Calidad Educativa to ensure compliance with assessment participation and reporting requirements.	
7. Include teaching methodologies, teaching to grade level standards, and teaching best practices in the Island wide Personnel Development System	Teacher training was provided island wide in collaboration with the Inclusive Large Scale Standards Assessment Group.	
8. Increase technical assistance and support to regular and special education teachers and service providers on teaching strategies and methodologies.	Training was provided to regular and special education teachers.	

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for 2005-2006

Activities	Timelines	Resources
Provide additional training on eligibility criteria for the PPEA.	August 2006	Special Education Office
Put in place an efficient system for tracking student participation. (SIS)	Beginning May 2007	Academic Affairs Office and Special Education Office
Validation of the assessment data base	March 2007	Academic Affairs Office and Special Education Office

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2005	<i>Maintain the baseline percentage (.003%)</i>

Indicator 4(a)

Actual Target Data for FFY 2005:

The data collected for Section 618 data- Table 5, Section A, Columns 3A, 3B, 3C, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 days, Annual Report of Children Served, as reported and certified by each school, shows no students removed or suspended/expelled for more than 10 days.

FFY 2005 Data: 0

- # of districts identified as suspending or expelling a student with disabilities for more than 10 days in a school year: 0
- # of districts in the State: 84

Indicator 4(b)

Overview of Issue/Description of System or Process:

This is a new indicator. Puerto Rico's population is relatively homogeneous and as reported in the Child Count data, there is no disproportionality by the Federal racial or ethnic groups or environment. The Office of Special Education Programs (OSEP) issued an APR response letter in October 2005, in which it concludes that "there was no disproportionate representation of disability category or setting using the Federal race/ethnicity categories." See page 12 of the October 7, 2005 letter to Dr. Rafael Aragunde Torres. PRDE does not currently have a definition "disproportionate representation." Therefore, PRDE concludes that it must only continue to collect data on race/ethnicity categories as part of the Section 618 data collection.

In addition, PRDE is a unitary system and is both the local educational agency and State educational agency. If through its continued data collection efforts, PRDE determines that the racial make-up of students with IEPs changes.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

PRDE collects data on rates of suspension and expulsion of IEP students. Each year, a meeting is held with the regional special education supervisors to discuss in detail the instructions for the collection of data. All schools are required to submit a certification regarding IEP students' expulsion and suspension data regardless that the certification evidences no incidence of suspensions and expulsion during the school year. Each school district collects information from the schools within their jurisdiction. The Planning Unit of the Special Education Department's Central Office validates the reports, ensuring all schools submit the report. All schools reporting suspension of IEP students for more than 10 days or expulsions are identified and the Island-wide report is completed and submitted as part of the Section 618 data - Table 5, Section A, Columns 3A, 3B, 3C, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 Days of the Annual Report of Children Served.

PRDE is a unitary system and is therefore both the State educational agency and the local educational agency (LEAs). For organizational purposes, PRDE has created 84 districts and 10 regions; however, these districts are not LEAs for either IDEA or NCLB purposes.

The suspension/expulsion data reported as part of the section 618 data for 2005-2006 school year regarding suspension and expulsion shows that no special education student was removed, suspended/expelled for 2005- 06.

The following activities were proposed as part of PRDE's SPP. We hereby identify those completed, progress, and slippages:

Activity	Progress	Slippages
1. Include discipline compliance in the focused monitoring efforts for the duration of the plan.	The monitoring guides and procedures were revised in order to include the requirements, as part of the monitoring system	N/A
2. Review schools and school districts' self-assessment to ensure practices regarding expulsion /suspension are consistent with the procedures established by the SEA.	The monitoring guides and procedures were revised accordingly	N/A
3. Review 100% of the files of suspended/expelled students reported annually in 618 data report to ensure compliance with established procedures.	The 3 files for the students reported as suspended for more than 10 days during 2004-05 were revised. Procedures consistent with requirements	N/A

	Were observed in all 3.	
4. Include discipline as part of the Statewide Personnel Development System to ensure a broader comprehension and implementation of requirements.	During June and July 2006, 1,033 school directors, school superintendents, supervisors, and other personnel participated in an Academy for leadership in which discipline for special education students was included.	N/A

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for 2006
[If applicable]

In order to ensure an appropriate understanding and implementation of the discipline requirements from a preventive perspective, in addition to the activities previously submitted, PRDE proposes the following:

Activity	Timelines	Resources
1. Revisit the development of the manual for positive behavior supports and functional behavior analysis to adopt a final document and train personnel throughout the educational system.	March to June 2007	Planning Unit

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21 % of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005	<p>Special education students who spent less than 21% of the day outside regular class = 72.9%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14.8%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.32%</p>

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Actual Target Data for 2005:

PRDE annually collects data on IEP student's environments as part of the Section 618 Data Report. This data helps identify least restrictive placement compliance. The data is collected through the Special Education Information System.

Each year, personnel from school districts are trained on the collection and validation of the Child Count data. A Manual of Instructions is developed and disseminated at these trainings, a schedule for the different activities of the data collection process is designed and distributed.

The data is collected in each school and entered at school districts and regional centers. A paper and pen count and certification is also required from schools, in order to validate and monitor data accuracy.

In collecting and analyzing the data for this particular indicator, the data collected did not seem to be valid. As such, we are unable to submit reliable and valid data for this indicator at this time. Once we are able to verify the validity and reliability of the data, we will revise the information for this indicator. We expect to be able to submit the required measurements by June 2007.

Despite the situation described above, we have carried out activities related to this indicator throughout the year. Following, we provide information regarding progress and slippages to those activities.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

ACTIVITY	PROGRESS	SLIPPAGES
1. Include training to regular teachers and personnel as part of the Statewide Personnel Development System.	Special Education Supervisors provided technical assistance to schools regarding placement options, strategies to manage individual needs, reasonable accommodations	
2. Continue to monitor provision of appropriate special education services in schools	Compliance Unit has continued to monitor compliance with requirements, including LRE requirements	
3. Increase special education support to students; accommodations, modifications, materials and equipment, assistive technology, related services.	PRDE has continued to provide services as needed	Restraints related to human and fiscal resources have interfered with the timely provision of services
5. Increase special education support to personnel; technical assistance, consultations, best practices information dissemination	Several dissemination activities have been carried out through trainings, written materials, TV and radio programs	Personnel turnover limits the full implementation of this activity

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for 2006

PRDE has identified the following activities in order to validate data and continue with the improvement activities:

Improvement Activity	Timelines	Resources
-Establish working teams by school districts to check the information, identify errors, and correct the data	February to May 2007	Planning Unit, Special Education Regional and Zone Supervisors, Information System Supervisor
-Once validated, ensure that all documents and reports reflect the revised data	March to May 2007	Planning Unit
-Revise the actual computerized programming in order to ensure data quality and precision	February to May 2007	Planning Unit, Information System Supervisor, PRDE Office of Information System
-Evaluate and recommend to pertinent PRDE officials the need to increase the human resources in order to ensure appropriate data management	March 2007	Planning Unit, Information System Supervisor

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a) (3) (A))

Measurement: **Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.**

FFY	Measurable and Rigorous Target
<i>2005</i>	Percentage of preschool IEP students receiving services with typically developing peers 73%

Actual Target Data for FFY 2005:

PRDE annually collects data on IEP students served by environment or placement alternative, ages 3 to 5. The data collection includes the participation of: schools, school districts, and public agencies such as Head Start and Early Head Start, Child Care Centers, and others. PRDE's data collection process is identical to the process described in Indicator 5 for IEP students age 6-21 served.

The 2005 Child Count report shows the following data:

Total number of preschool IEP students (FFY 2005) _____
<u>6,668</u>

Number and percentage of preschool children with IEP receiving special education and related services with typically developing peers (FFY 2005)		
Setting	#	%
Early childhood setting	4,041	61 (4041/6668)
Part time early childhood setting	686	10 (686/6668)

Reverse mainstream	143	2 (143/6668)
TOTAL	4,860	73 (4860/6668)

This data shows that PRDE met (exactly) the expected target of 73% of children ages 3 to 5 served with typically developing peers.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

PRDE met the target set for this indicator, which represents a change of less than 1% from last year. As stated in the SPP, this is above national averages. As for the improvement activities included in the SPP, the following chart documents progress with each activity. There is no slippage on these activities to report.

Activity	PROGRESS	SLIPPAGES
1. Include preschool services best practices in Statewide Professional Development System to train personnel from school districts and regions regarding preschool services in typical environments.	PRDE has conducted several trainings to administrative district personnel regarding the provision of services to preschool children Seven trainings were conducted from October to November 2006. These trainings impacted supervisors and preschool teachers, as well as Head Start personnel	
2. Continue monitoring the implementation of the interagency agreements with Part C for a smooth transition process of preschool students who exit Early Intervention Services and are eligible for Part B Services.	The Compliance Unit requested data from all school districts regarding the number and status of children in transition process during 2005- 2006	
3. Continue monitoring the implementation of the Interagency Agreement with Early Head Start and Head Start Programs to promote and increase appropriate transition to school services.	The Interagency Agreement between the PRDE and Head Start and Early Head Start Programs was reviewed. Trainings were conducted from August to September 2006. Participants from PRDE and Head Start/Early Head Start programs totaled to 343.	
4. Increase cross agency training activities to promote collaboration for inclusive preschool services.	See activity # 3. In addition, Head Start personnel participated with PRDE personnel in trainings related to the evaluation of preschool outcomes, carried out on	

	<p>October 5 and 6, 2006.</p> <p>A collaborative group with Head Start/Early Head Start and PRDE representatives has been established in order to promote and facilitate coordination of inclusive services. This group has established monthly meetings to discuss and propose alternatives to improve services. Next meeting is scheduled for February 8, 2007.</p>	
<p>5. Monitor schools and school districts for compliance with LRE In preschool settings.</p>	<p>Compliance Unit has continued to monitor compliance, including compliance with LRE for preschool children</p>	

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006

PRDE considers that additional activities are needed in order to meet and maintain the proposed targets for next years.

Activity	Timelines	Resources
<p>1. Intensify interagency training regarding preschool services, best practices, and the provision of preschool services in typical environments.</p>	<p>Continuously</p>	<p>Special Education Director, General Supervisor for preschool services, Interagency Collaboration Group</p>
<p>2. Continue and intensify monitoring of the implementation of the interagency agreements with Part C for a smooth transition process of preschools who exit Early Intervention Services and are eligible to Part B Services.</p>	<p>Continuously</p>	<p>Compliance Unit, Preschool coordinators</p>
<p>3. Provide systematic training and technical assistance to school districts and schools regarding assessment, eligibility determination, placement decisions, preschool curriculum, and evaluation of outcomes.</p>	<p>Continuously, starting in February 2007</p>	<p>Special Education Director, General Supervisor for preschool services</p>

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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))

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- If a + b + c + d + e does not sum to 100%, explain the difference.
- C. Use of appropriate behaviors to meet their needs:
- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2005	<p style="text-align: center;"><i>Not Applicable</i></p> <p style="text-align: center;"><i>Baseline, Rigorous Targets, Improvement Activities required for FFY2006 APR due on February 2008</i></p>

Overview of Issue/ Description of System or Process:

This is a new indicator for which PRDE needs to define the entry data and explain how the data are going to be collected so that it can be reported with the FFY 2006 APR due on February 2008.

In order to comply with the requirements for this indicator, PRDE received intense technical assistance from the Early Childhood Outcomes Center (ECO) and the South East Regional Resource Center (SERRC) during August, September, and October 2006. A two day technical assistance activity was held at the end of August, and several teleconferences took place during the following months. ECO provided documentation, scales for evaluating progress, and training on best practices to evaluate preschool outcomes in the three areas included in this indicator; positive emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet needs. PRDE personnel translated the documents, including ECO Child Outcomes Summary Form (COSF), which was selected for the gathering of data. PRDE is using the ECO criteria for defining “comparable to same age peers” (special education students who receive a 6 or a 7 on the COSF scale).

On October 5 and 6, PRDE conducted a training with ECO and SERRC resources for supervisors, teachers, and Head Start representatives identified to lead the implementation of the indicator.

To choose the first cohort of children to be included in the data, PRDE selected the Bayamón and the Morovis Regions. The criteria used for this selection was based on representativeness of these regions in terms of geographical location, size, and special education enrollment. ECO provided technical assistance in the selection of the sample.

This first cohort of children whose improvement in the three areas will be measured consist of all eligible preschool children who began receiving special education services within August 1st to October 31st, 2006 within the two selected regions. The cohort includes children in all preschool placement alternatives on the two regions. Of this cohort, those who exit preschool services during 2006-2007, and demonstrate improved skills in the three areas will constitute PRDE baseline and will be reported in FFY 2006, due February 2008. The total number of children in this cohort is 264.

A second cohort of children will be composed of all eligible preschool children, island-wide, who started to receive special education services from November 1, 2006 to June 30, 2007. Children who begin to receive special education services on following school years will constitute subsequent cohorts.

Activities Carried-Out

The following activities have been carried out to ensure compliance with this indicator:

- Training to leadership personnel (October, 2006)
- Training to preschool teachers, special education supervisors (October, November, December 2006) -
- Development of forms to collect the entry data (October 2006)
- Translation of COSF and other materials (October-November 2006)
- Begin with the collection of initial data (November 2006, still ongoing)

Upcoming Activities

The following activities are scheduled for the coming months:

- Validation of data gathered (March to May 2007)
- Continue to collect data for the second cohort (February to June 2007)
- Collect data for exiting children and compare to entry level data (ongoing, until June 2007)
- Analyze and compare data for exiting children to establish baseline for the indicator (July to September 2007)
- Start collecting entry level data for the third cohort (August 2007-June 2008)

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: 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))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process:

This is a new indicator for which PRDE collected data and established a baseline.

PRDE translated the National Center for Special Education Accountability and Monitoring Parent Survey-Special Education (version 2). The translation of the survey was adapted and used to measure the opportunities for parent involvement in their children’s special education provision of services.

The “*Inventario para padres de estudiantes que reciben servicios de Educación Especial*” (Appendix A) was administered to a random sample of parents of children 3-22 years old. The sample size was 383 parents. Parents were randomly selected from the December 2005 data base of special education students receiving services. The random sampling methodology used is based on Vera (2005) and Cornett & Becker (1975). This method states that the sample of 384 is an appropriate sample for an N size of 100,000. PRDE’s special student population is 94,779. See the sampling methodology in appendix B.

Parents who answered “bastante” or “mucho” (numbers 4 and 5 on a 1-5 scale) on questions regarding parental involvement, were counted as reporting the schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Baseline Data for FFY 2005 (2005-2006): 89.6%

173 of the 193 parents reported that schools facilitated parental involvement as a means of improving services and results for children with disabilities. (173/193 x 100) This represents 89.6% of the respondent parents.

Data Year	(1) # respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	(2) # of respondent parents of children with disabilities	% [(1)/(2)] X 100 = Percent
2005-2006	173	193	89.6%

Discussion of Baseline Data (FFY 2005)

PRDE is satisfied with the results of this sampling. Our improvement activities aim to increase parent responses to the survey and ensure continued efforts to facilitate parental involvement as a means of improving services and results for children with disabilities.

FFY	Measurable and Rigorous Target
<i>2006 (2006-2007)</i>	Maintain the baseline: 89.6%
<i>2007 (2007-2008)</i>	Maintain the baseline: 89.6%
<i>2008 (2008-2009)</i>	Increase the baseline by 0.2%: 89.8%
<i>2009 (2009-2010)</i>	Increase the baseline by an additional 0.1%: 89.9%
<i>2010 (2010-2011)</i>	Increase the baseline by an additional 0.1%: 90%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Revise and modify the survey	Annually	Office for Parent Involvement
Increase parental responses to the survey	Annually	Office for Parent Involvement
Disseminate the results of the parent survey to regions and central level and other interested parties.	Annually beginning March 2007	Office for Parent Involvement
Training and technical assistance to school and district personnel on facilitating parental involvement	Continuous	Office for Parent Involvement
Foster joint parent/teacher trainings	Continuous	Office for Parent Involvement
Monitor the implementation of the established procedures for fostering parent involvement.	Beginning in August 2007	Office for Parent Involvement Monitoring Unit
Administer the survey, collect data and measure progress on parent involvement	Annually	Office for Parent Involvement

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 9: 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))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

As discussed in the SPP, this indicator does not apply to Puerto Rico.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 10: 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))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
<i>(Insert FFY)</i>	<i>(Insert Measurable and Rigorous Target)</i>

As discussed in the SPP, this indicator does not apply to Puerto Rico.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

This is a new indicator. PRDE collected data for FY 2005 and established the baseline. PRDE designed the form "Informe de estudiantes registrados" and requested information for the development of the database regarding children whose parents consented for initial evaluation. Information requested included: student name, student SS number, date request for initial evaluation, evaluation date and eligibility determination date.

Collection of the forms from PRDE's 84 organizational school districts was held for FY 2005 from July 1 to November 1, 2006. Several meetings were conducted with the Special Education Supervisors to discuss the instructions for the data collection. Each district collected the information from the records for their jurisdiction. The data submitted by the supervisors was received and checked by a committee at the Special Education Program (central level).

PRDE established extended working hours during the week and Saturdays included to work with data collection of students waiting for initial evaluations and eligibility determinations. Also, weekends and holidays included, we extended working hours, with teachers, supervisors, social workers and administrative personnel at District level and at the Centros de Servicios de Education Especial (Regional Special Education Service Centers) to work with and address the requested initial evaluations and eligibility determination for those waiting students.

An update process was carried out from January 9 to the 16 (2007) in order to capture the most current data. A private company was contracted for data analysis and final reporting.

It is important to State that PRDE timelines for initial evaluations is 30 days and 60 days for eligibility determination. These timelines, especially for evaluation, are significantly shorter than the federal timelines.

Baseline Data for FFY 2005 (2005-2006): 21.7%

Data:

Eligibility determination made within 60 days

Data Year	a. # of children w parental consent to oval	b. # determined not elegy within 60 days	c. # determined eligible within 60 days
2005-2006	18,291	253	3,708

Measurement:

Data Year	b + c	Divided by a	Times 100	= Percent
2005-2006	3,961	0.216555	21.66	21.7%

Additionally, as Puerto Rico has a state timeline of 30 days for the evaluation, the data and measurement of our compliance with our own set timeline for FFY 2005 is included below:

Evaluation conducted within 30 days.

Data Year	a. (above)	Oval held within 30 days	% evaluations held within PR timeline
2005-2006	18,291	12,839	70.2%

Data regarding range of days beyond the timeline for remaining students is discussed below within the discussion of baseline data.

Discussion of Baseline Data:

According to our baseline data, 78.3% of the students were not evaluated within those timelines. Additionally, 29.8% are note evaluated within Puerto Rico’s 30 day timeline. A lot of paper work, lack of resources, and absenteeism of parents delay the compliance. In order to improve this situation, PRDE has established four Centros de Servicios de Educación Especial (Special Education Service Centers) as a way to get the procedure done in time and to give the parents all they need to guarantee the services in proper time. As parents get into the Centros, they register the child and make the evaluation appointment the same day.

In analyzing the baseline data, PRDE considered the impact Service Centers might have on compliance with timeliness for this indicator. Making a comparison between regions which have the Centros and those that do not, an impact is clear. The effectiveness of the first group (regions with a Services Center) was more significant, as demonstrated in the graphic and explained below.

Comparing the Regions based on Service Center Evaluation Process

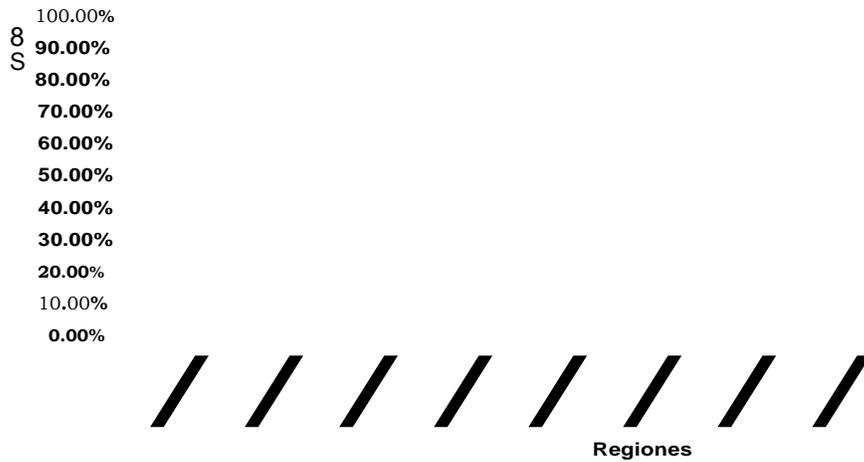
In the regions in which evaluation is being handled at the Service Centers, those regions registered 7,836 students, of which those that received their evaluation within the 30 day timeline was 91.30% y eligibility determinations made within the 60 day timeline were 31.24%.

In the Regions that don’t have this program running through a Service Center, they registered

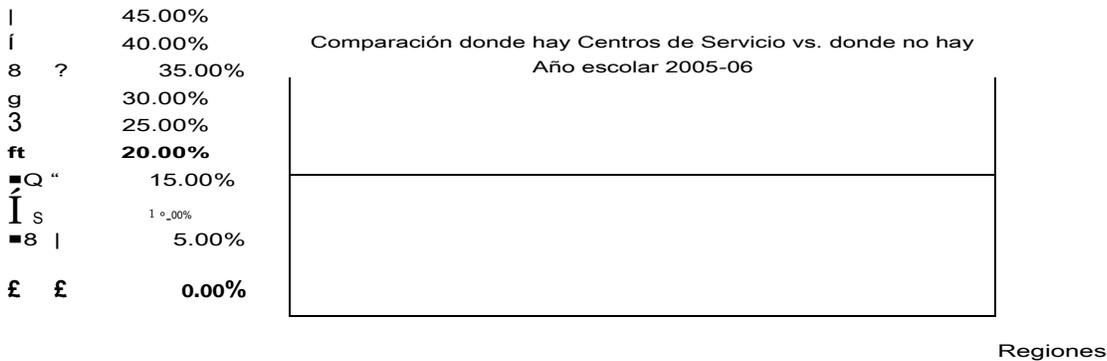
10,455 students, of which those evaluated within the timeline were 5,687, or 54.40%, and those receiving eligibility determinations within the timeline were 14.47%.

This significant difference between the two groups of regions is demonstrated in the following graphic. Regions with the evaluation program running through Service Centers are in red/purple, those regions without the evaluation program running through Service Centers are in blue.

COMPARACIÓN DE ESTUDIANTES EVALUADOS EN LAS REGIONES DONDE HAY CENTROS VS. DONDE NO HAY CENTROS DE SERVICIO Año Escolar 2005-06



The same comparison leads to similar results in regards to evaluation determinations being completed within the timeline.



Considering the Centros de Servicios effectiveness in this procedure, PRDE will implement one Centro for each region. We have established centers in Mayaguez, Humacao, Ponce and Caguas Regions. San Germán center begun providing services November 2006. The remaining five Centros will be operational by summer of 2007.

Data Re: Those Children Not Evaluated and Receiving Eligibility Determinations within Timeline

The Checklist asks that we indicate the range of days beyond the timeline when eligibility was determined and any reasons for these delays.

Evaluated Students for 2005-06						
Total of Students who requested Services	Evaluated in 30 days or less	Evaluated in 60 days	Evaluated in 90 days	Evaluated in 120 days	Evaluated in more than 120 days	Not evaluated
18,291	12,839	1,315	570	349	862	2356
	70.19%	7.19%	3.12%	1.91%	4.71%	12.88%

Total of Students with Initial Evaluations and Eligibility Determinations for 2005-06					
Total of Students who requested Services	Students evaluated with eligibility determinations in 60 days	Students evaluated with eligibility determinations in 90 days	Students evaluated with eligibility determinations in 120 days	Students evaluated with eligibility determinations in more than 120 days	Eligibility not yet determined
18,291	3,961	1,799	1,476	6,558	4,497
	21.65%	9.84%	8.07%	35.85%	24.59%

FFY	Measurable and Rigorous Target
<i>2006 (2006-2007)</i>	100%
<i>2007 (2007-2008)</i>	100%
<i>2008 (2008-2009)</i>	100%

<i>2009 (2009-2010)</i>	<i>100%</i>
<i>2010 (2010-2011)</i>	<i>100%</i>

Improvement Activities / Timelines / Resources (for FFY 2006):

Activities	Timelines	Resources
Open remaining Service Centers.	Summer 2007	PRDE Office of Special Ed
Se implantará un proyecto piloto en cuatro Regiones Educativas (Ponce, Caguas, Humacao y Mayagüez) donde la Determinación de Elegibilidad la realizarán en los Centros de Servicio de Educación Especial. El personal que trabajará con este proyecto se dedicará exclusivamente a esta función para garantizar la agilidad del proceso.	Febrero de 2007	Trabajadores Sociales Supervisores de Educación Especial
Implement a mechanism to Monitor timelines for initial evaluations	As soon as the Centros are open	SAEE, CSEE
Adiestrar al personal sobre los procedimientos to ensure regarding timely management of the process	Continuously, beginning in February 2007	
Continue to enforce contractual terms for Corporations timely delivery of evaluation results (sanctions increase to be pay for Corps.)	Continuously	
Devote a team of evaluation providers for initial evaluations at each Center.	Begging February 2007	
Continue to enforce compliance with timelines through case management at the Centros.		
Revised procedure PRDE designed a pilot project in the four Centros de Servicios (Mayaguez Ponce, Humacao y Caguas) to work directly with personnel	February to May 2007	Supervisors, social workers

APR Template - Part B (4)

Puerto Rico

Place in the Centros whose responsibility will be dealing with eligibility determinations and coordinate IEP meetings.		
Evaluate the Effectiveness evaluation of the project will be done in order to assure procedures and results that able to implant this project in the remaining Centros island wide.	May 2007	

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: 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))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # 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.

Percent = [(c) divided by (a - b - d)] times 100.

FFY	Measurable and Rigorous Target
<i>2005</i>	<i>100%</i>

Actual Target Data for FFY 2005:

PRDE conducted an island wide data collection and validation activity in order to obtain the number of children who exited Part C services whose eligibility was determined prior to their third birthday, the number of children who were found eligible and were provided special education services by their third birthday, and the number of eligible children who, at the end of the period, had not been provided with special education services. The data collected shows the following:

Table A – Data

a- # of children served in Part C referred to Part B for eligibility determination	b. # of children determined not eligible whose evaluations were conducted prior to their third birthday	c. # of children found eligible with IEP's developed and implemented by their third birthday	d. # of children for whom parental refuse to consent evaluation caused delay in evaluation or initial services
1267	9	122	4

Table B - Additional Data, other children not included in Table A

of children who had been referred to Part B and that at the end of the 2005-2006 reporting period had not reached age three and were still receiving services by Part C

328

Measurement

In applying the measurement formula to the data for FFY 2005, there is a subgroup of children within “a” that have been referred to Part B, but that by the end of 2005-2006 have not yet reached the age of three in order to be able to begin receiving Part B services. As such, PRDE presents the measurements in two manners, first by strict interpretation of the formula, and second in order to reflect the impact of this subgroup on the indicator.

Without considering this not yet eligible subgroup:

Data Year	(a - b - d)	C Divided by (a-b-d)	Times 100	= Percent
2005-2006	1254	.097289	9.7289	9.73%

Taking into account this subgroup, children in (a) who were not yet eligible for Part B services due to their age:

Data Year	(A-(table B))	Minus (b + d)	Into C	Times 100	= Percent
2005-2006	939	926	0.1317	13.17	13.17%

The following table provides the 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 2005 and were not determined eligible or provided with services on their third birthday (a - (b+c+d+table b))	30 days delay	60 days delay	90 days delay	120 + delay	Unable to determine with data provided
804	214	163	94	264	69

It is important to note that approximately 20% of the children who received services from Part C and were referred to Part B for eligibility determination were referred within one month before their third birthday, increasing the difficulty to allow PRDE to provide timely determination and delivery of services.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005

Improvement Activities/Timelines/Resources:

Activity	Progress	Slippages
1. Develop of format to collect data on a) #of children served by Part C referred to Part B b) eligible for Part B services c) with IEP and services by the 3 rd birthday d) not eligible for Part B	A format was developed and disseminated to school districts. Preschool Coordinators, special education zone and regional special education supervisors collaborated with the data collection process	
2. Train personnel and collect data	Data was collected and validated from March to September 2006	
3. Alignment of database programming to shift from manual data collection and maintenance to digital collection		The Special Education Information System Is being implemented by phases, and digital collection of the data is not possible at this time.
4. Increase the number of preschool coordinators to 25	The description of the preschool coordinators tasks and responsibilities were revised in order to ensure an appropriate tracking, follow up, and service provision to children in transition	Due to Puerto Rico's government budget restraints, PRDE considered the streamlining of processes and personnel responsibilities before the appointment of new personnel. This lead to the revision of the job description as mentioned under the progress column.
5. Include of Part C to Part B transition component in to the Personnel Development System of PRDE	Training was provided to school district personnel, special education preschool teachers, Head Start personnel during August to December 2006 with a total of 477	Leadership personnel turnover affects the manner in which trainings are implemented.

	participants	
6. review and revise the monitoring system to include a more comprehensive evaluation of transition requirements compliance	The monitoring materials and processes were revised to ensure the evaluation of this aspect	

Revisions, with Justification. To Proposed Targets / improvement Activities / Timelines / Resources for FFY 2006, and subsequent:

PRDE submits the following revised improvement activities, in order to address the identified hindrances to meet the FFY 2005 target.

Improvement Activities	Timelines	Resources
1. Continue to collect and validate data on a) #of children served by Part C referred to Part B b) eligible for Part B services c) with IEP and services by the 3 rd birthday d) not eligible for Part B	Annually from March to September	Regional and district zone supervisors, General Supervisor for preschool services, Preschool coordinators
2. Re train personnel on transition requirements. Attendance to this training will be compulsory for regional and district level special education personnel	Annually, beginning on February 2007	General supervisor for preschool services
3. Issue a memorandum from the Secretary of Education regarding compliance with the transition requirements	February 2007	Special Education Director, General Supervisor for preschool services
4. Assign the preschool coordinators the responsibility for tracking the transition process of all referred children	Continuously, beginning February 2, 2007	General supervisor for preschool services, Preschool coordinators
5- Design and implement special procedures to identify and process cases of children in transition who request services at the Service Centers, in order to ensure agility	Continuously, beginning in February, 2007	Special Education Director, General Supervisor for preschool services, Service Centers Directors, Preschool Coordinators
6. Continue and intensify the monitoring of transition requirements compliance	Continuously	Compliance Unit, Preschool Coordinators, General supervisor for preschool services

Part B State Annual Performance Report (APR) for FFY 2005 Overview of the

Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post- secondary goals.

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

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

This is a new indicator for which PRDE was required to collect data and establish a baseline for FFY 2005 (baseline data appears below). The data required includes the quantity and percent of students aged 16 and above that includes annual IEP goals and transition services that reasonably enable the student to meet the post-secondary goals. Transition process has been designed to guide the student with disabilities in their adaptations for a new setting in different life terms. PRDE adopted the following definition criteria to determine appropriate and measurable transition goals: referring to goals that clearly show the performance and progress of the student in a variety of activities designed by the teacher. These activities reflect the student's needs, preferences, and particular situations and must be age appropriate. In the daily work of these goals the students will develop necessary skills for more independent living skills that he /she will apply in life situations.

In order to ensure the data collection for this indicator and its timely submission PRDE carried out the following activities:

1. Determination of the number of students being served aged 16 and above from our data base system.
2. The identified students were classified by school, school district and region.
3. A certification form with the necessary information was design and sent to the regions to collect the data.
4. A memorandum of instructions and responsible personnel for the data collection was prepared and given to the General Supervisor in charge of the task.
5. At the school level, teachers and school directors who have students identified by Child Count for this indicator were asked to look over the IEP, certify the form stating that the student's IEP includes such services, and send the certification back to the Central level.

For the data analysis a tabulation form was designed to compile the information.

Baseline Data for FFY 2005 (2005-2006):

Data for total number of students aged 16 and above is taken from the state monitoring system, Child Count. More details about the certification process are detailed above.

Number of students aged 16 and above	Certifications Received	% of students with transition goals in their IEP
14,318	7544	52.7%

Discussion of Baseline Data:

Of the students identified in our data base system we were able to certify 52.7% as those having transition goals in their IEP. PRDE is undergoing efforts for a new information system. In the meantime, the current process of certifying this data is extremely cumbersome. For example, it requires mailing certifications from the central level to the regions, from the regions to the districts, the districts to the schools, and back again. This has contributed to making the collection of certifications extremely difficult. Although we have only been able to certify that 52.7%, this is not to say that the remaining 47.3% of the students do not have transition services included in their IEPs. Rather, we have been unable to certify this fact. Our hope is that the implementation of the information system will help streamline and make more efficient this process, thus eliminating such obstacles.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities / Timelines / Resources (for FFY 2006):

PRDE proposes the following improvement activities to be carried out over the upcoming months and subsequent years:

Activity	Timelines	Resources
Continue and intensify monitoring to guarantee the services in the IEP	Continuous	SAEE: Monitoring and Programs services and unit
Coordination with governmental agencies to revise the interagency agreement in order to actualize transitions needs for the students	March through April 2007	SAEE: Programs and services unit
Revise the Transition Manual	Summer 2007	SAEE: Programs and services unit
Teacher and administrative personnel training	March 2007 and subsequently each year	SAEE: Programs and services unit
Strengthen and intensify relations between rehabilitation and vocational programs in order to improve our services	Continuous	SAEE: Programs and services unit

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2005	<p style="text-align: center;">N/A</p> <p style="text-align: center;"><i>Baseline data and targets to be provided with the FFY2006 APR (due Feb. 1,2008)</i></p>

Overview

This is a new indicator for which PRDE needs to collect data. Baseline data, targets, and improvement activities are to be provided with the FFY 2006 APR due February 1, 2008. The required data will include information of those students who exited secondary school at the end of 2005-2006 school year. This information will yield the percentage of those students who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. Due to the nature of this indicator, the baseline data will be collected between April and September 2007, and reported in the FFY 2006 APR due February 1, 2008.

Definitions. PRDE has adopted the following definitions for this indicator purposes:

- 1 -Competitive Employment: work in the competitive labor market that is performed on a fulltime or part time basis in an integrated setting for which an individual is compensated at or above the minimum wage, but not less than the customary wage and the level of benefits paid by the employer for the same or similar work performed by the individual who are not disabled.
- 2- Postsecondary school: a University or College (4 year program), Community or Technical College (2 year program), Vocational or Technical School, (2 year program).
- 3- Full time enrollment-12 or more credits
- 4- Part time enrollment- less than 12 credits

Activities Completed. The following activities have been successfully carried out in order to ensure the accurate collection of data, and its timely submission:

- 1- Identification of all the youth that exited high school in 2005-06.
- 2- The identified students were classified by school, school district, and region.
- 3- A survey for the required data collection was designed, with the technical assistance provided by the South East Regional Resource Center. A survey developed by the National Post School Outcomes Center at the University of Oregon ("Post School Data Collection Protocol") was used as guidance, translated, and adapted to meet PRDE data needs for this indicator.

Future Activities. The following activities will be carried out during the upcoming months:

Activity	Timelines	Resources
1- Coordination with school social workers and other school personnel to verify personal information needed to contact each youth. (phone, address). This coordination includes visits to homes, work/study sites, and other collaboration, as needed	January 2007, and subsequently each year	-School social workers and vocational counselors through the Central Level Office for Student Support
2- Survey's validation activities. San Juan region has been selected to validate the survey. 20 special education students selected randomly from those who exited services during 2005- 06 will be identified and contacted to complete the survey. Once the surveys are completed, an analysis will be made to revise the document, as needed.	January to February 2007	Special Education Technical Assistance Unit, San Juan Region Supervisors
3- Distribution and collection of surveys. The survey format will be sent to each youth by mail in a pre-stamped envelope, with information regarding the survey activity, and the instructions for completing the information. A contact phone number will be included as part of the information.	April to September 2007, and subsequently each year	Special Education Technical Assistance Unit, Regional and District Supervisors
3- Collection and analysis of data. The surveys will be collected, and its data analyzed at the PRDE Central Level Office.	September to October 2007, and subsequently during the following years	Special Education Technical Assistance Unit

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
<i>2005</i>	<i>100%</i>

Actual Target Data for FFY 2005: 14.2%

Data:

TOTAL # of Findings	CLOSED = 32		PENDING = 421	
	Within 1 year	Beyond 1 Year	Still within 1 year	Beyond 1 year
453	32	0	227	194

Measurement:

In order to account for findings that are still pending for which PRDE still has an opportunity to be able to close within a year of their opening (i.e., findings from post February 2006), in calculating the measurement for our target data. Accordingly, data for measurement (a) above is 226 (453-227).

A. # of finding of non-compliance (priority areas)	B. # of corrections in # year	%
226	32	14.2%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:

The PRDE Special Education Compliance Unit carried out 56 monitoring visits to schools and school districts Island-wide during 2005-2006. These visits were conducted by monitors from the central level as well as from the regional level. Actually, 7 regions have a monitor who oversees compliance in schools and school districts within the region. The central level has five monitors who conduct monitoring activities in those regions where a monitor has not been appointed. Also, these central monitors coordinate the State monitoring efforts, provide support to regional level monitors, offer training and technical assistance, and oversee the monitoring activities of the regional level.

During 2005-2006, several monitoring activities were conducted, including follow up activities for monitoring Correction Action Plans from previous years, as well as new monitoring visits. From those previous years, PRDE was able to close 11 entities with longstanding monitoring findings. PRDE was able to accomplish this by concentrating a significant portion of its monitoring resources to this effort. Also, among other efforts; compliance trainings, technical assistance to school and district personnel were held. The Compliance Unit revised the monitoring materials to ensure the inclusion of aspects related to indicators of the State Performance Plan.

The data provided shows that there are 32 findings that have been corrected during FFY 2005. It also shows that there are still 421 findings not yet corrected. To address this situation, the following activities have been carried out:

- 90 follow up visits and technical assistance was provided to all non-complying entities.
- Assignment of a monitor to each entity in noncompliance
- Letter from the Special Education Director was sent to each entity addressing the non-compliance findings
- Compulsory compliance training. The training included legal aspects of compliance, sanction system, and special education procedures. This training was conducted on January 29, 2007. A total of 67 special education supervisors, school district superintendents, and school directors attended.

Improvement Activities/Timelines/Resources:

Activity	Progress	Slippage
1. Review and revise the monitoring system to include aspects identified as per the SPP	The monitoring materials were revised. The monitors were trained regarding the revised documents	
2. Send close out letters to entities which evidenced correction of 100% of noncompliance findings	Close out letters were sent to entities which evidenced correction of 100% of non-compliance findings (a total of seven entities).	
3- Send notifications letters to entities with repeated non-compliance findings with one year of Identification. These letters will identify the level of sanctions and the enforcement activities that will be carried out.	Letters were sent to all entities with noncompliance findings. The sanction system and enforcement activities were discussed thoroughly with the entities at the training	Two entities were absent from the compulsory training. On February 12, the Compliance Unit Director will meet with them and work in a plan to address the situation.
4- Continue to implement the monitoring cycles to entities providing special education services	56 new visits, and 90 follow up visits were carried out	

5- Incorporate compliance component as part of the Statewide Personnel Development System	Continuous. Trainings regarding compliance were conducted to school directors. A total of 5 trainings with 58 participants were held.	
6- Incorporate the use of the data from the special education information system, as part of the monitoring efforts		PRDE is working with the information system full implementation
7- Train and provide technical assistance regarding compliance to the educational system	Continuous, beginning in March 2006. See activity # 5	

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006.

Through the analysis of the data gathered for the present APR, PRDE has identified the need to include the following activities in this indicator:

Activity	Timeline	Resources
1. Intensify training and support to regional monitors	Continuously	PRDE Special Education Compliance Unit
2. Recruiting of two additional monitors for Mayaguez and San Germán Regions	February -May2007	Secretary or Designee and Special Education Compliance Unit
3- Conduct focus monitoring activities to evaluate compliance with the following indicators and compliance areas: alternate assessment, provision of related services, transition from C to B, adult transition, initial evaluations and eligibility determination, reevaluations, and mediation process.	Continuously, starting in February 2007	Secretary or designee, Special Education Compliance Unit
4- Continue to implement the monitoring cycles to entities providing special education services	Continuous	PRDE Special Education Compliance Unit

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement: Percent = [(1.1 (b) + 1.1 (c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2005	100%

Actual Target Data for FY 2005: 2.78%

Data from Table 7 (FFY 2005):

- (1) # of written, signed complaints received (total): 37
 - o (1.1) # of complaints with reports issued: 36
 - (a) # of reports with findings: J.
 - (b) # of reports within timeline: J.
 - (c) # of reports within extended timeline: _0
 - o (1.2) Complaints withdrawn or dismissed: J.
 - o (1.3) Complaints pending: _0
 - (a) # of complaints pending a due process hearing: _0

FFY 2005 Measurement:

Data Year	1.1 (b)	1.1(c)	1.1
2005-2006	1	0	36

Data Year	1.1 (b) + 1.1 (c)	Divided by 1.1	Times 100	= Percent
2005-2006	1	0.02777	2.78	2.78%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

While the data for this APR indicator does not demonstrate substantial compliance with the 60-day timeline, the State complaint process is an area in which PRDE has made tremendous progress over the past six months. In June, OSEP established several special conditions that PRDE must fulfill concerning the management of state complaints. As demonstrated in the special conditions report that is being filed simultaneously with this APR, PRDE is demonstrating incredible improvement with the handing of the State complaint process. A more detailed description of PRDE's overall progress

(beyond the 2005-2006 academic year) regarding complaints is discussed in both the special conditions report and the progress report of longstanding noncompliance, both filed simultaneously this day. Unfortunately PRDE's new progress in this area did not begin early enough to affect the timeliness data regarding State complaints for FFY 2005, but the progress is clear and reflected in the FFY 2005 data nonetheless.

Despite continued difficulties in FFY 2005 on timeliness of responding to complaints, the data for this indicator nonetheless demonstrates significantly increased compliance in issuing reports to complaints from the previous fiscal year. For FFY 2005, 100% of the complaints filed have been responded to, leaving zero complaints for FFY 2005 pending. This is incredible progress from the previous year. The special conditions report further details PRDE's progress in tremendously reducing the number of overall backlogged complaints and at the same time substantially increasing compliance with closing complaints within the 60-day timeline over the past six months.

PRDE's system for responding to complaints is now functioning efficiently, and based on the handling of complaints for FFY 2006 thus far, PRDE looks forward to demonstrating a substantial increase in compliance with this indicator for the next APR.

As discussed in greater detail below, PRDE has revised many of its improvement activities. Those new activities are described below in the "Revisions" section. The following is the list of activities provided with the SPP along with progress and slippages for those specific activities.

Activity	Progress	Slippage
1. Transfer management and oversight of the complaint resolution process responsibility from the Legal Division to PRDE's Office of Special Education's Secretarial Unit.	Cancelled. As discussed below, PRDE determined to maintain management and oversight of the complaints process with the Special Education Legal Division.	
2. Implement a system to receive and adequately process special education complaints.	As discussed below, PRDE trained staff and investigators on how to receive and record complaints.	Such training should continue and be expanded.
3. Re-train personnel in charge of the system's implementation.	On-going.	
4. Design and Implement an electronic programming system to track complaint status.	As discussed below, PRDE implemented an electronic database system for tracking system in November 2006.	
5. Establish and implement procedures to monitor, on a monthly basis, the status of each complaint.	As discussed below, a taskforce has been established to meet periodically to monitor status of complaints. The revised activities below intensify such oversight.	

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005:

In PRDE’s SPP, PRDE listed a series of activities to help address compliance with this indicator. Due to the seriousness of the previous non-compliance with this item, and after analyzing its resources, PRDE re-evaluated and revised its planned activities for addressing this indicator. Considering the significant progress PRDE has made over the six months, our improvement activities have changed significantly.

Overview of the Current Process.

Management and Oversight. Management and oversight of the complaint resolution process remains with the PRDE Legal Division for Special Education (contrary to the activity stated in the SPP of transferring responsibility to the Secretarial Unit). This decision was made after consideration of new and finally consistent leadership in the PRDE Office of Special Education and Legal Division for Special Education (as discussed in the Overview of this report and in the Special Conditions Report) as well as a consideration of overall resources, including those of the Secretarial Unit. Management and oversight from the Special Education Legal Division has been very successful, and there is no current plan to change this assignment. The Legal Division has established a taskforce that meets periodically to review progress with coming into 100% compliance with this indicator.

Complaint Information System. In November 2006, the Legal Division installed a customized Computer program for tracking complaints. Previously, complaints were tracked manually. The new system collects data from each complaint and tracks each complaint through the process. Each complaint is assigned a number in the following format: Q-YEAR-####. The Q comes from the Spanish legal term for state complaints (“quejas”) and the final number is sequential of the complaints filed that year. The system also provides daily alerts regarding the time left to resolve each complaint within the 60-day timeline. This allows PRDE to better identify each complaint, track its progress, and ensure compliance.

More Details. The Special Conditions report filed simultaneously with this APR includes additional and more specific information regarding the activities that have taken place over the past year, including trainings and taskforce meetings.

New Activities. The following chart lists improvement activities PRDE plans to take. Again, they have changed from the SPP submission due to the information described above and the significant progress made thus far.

Activity	Timeline	Resources
1. Data input to the new electronic information system for complaints.	Continuously.	Special Education Legal Division (“SELD”)
2. Validation checks of information system to ensure all complaints are being recorded.	Quarterly.	SELD
3. Monitor timeline of all pending complaints and determine if further action need be taken (i.e., communication	Weekly.	SELD

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With investigator or assigned lawyer to determine why any delay in progress, etc.).		
4. Task force meetings to discuss progress and needs.	Monthly.	SELD
5. Establish a new manual filing system for the hard copies of the complaints.	February-March 2007.	SELD
6. Hold additional training session for lawyers and investigators regarding the complaint process.	March 2007.	SELD

<p>1. Include due process procedures as part of the Statewide Personnel Development System to ensure personnel's' understanding and implementation of adequate processes.</p>	<ul style="list-style-type: none"> - Trainings were carried out for PRDE personnel, parents, and other interested parties regarding due process procedures. -Training regarding controversies management to supervisors, parents, and teachers participating at the 2nd Special Education Congress. -Training on IDEA changes with 2006 regulations, with special emphasis on how they impact Administrative Judges was provided. - Training to PRDE Legal Division lawyers and other special education personnel regarding IDEA changes was provided. - Establishment of a work group for the design and implementation of a controversy management training to be offered to personnel from all educational levels. 	
<p>2. Request administrative judges to make an explanation of the reasons for resolutions being issued after 45 days timeline.</p>	<p>The Secretarial Unit conducted meetings with the Administrative Judges to determine and solve reasons for keeping cases active after the term.</p> <p>The cases that were active beyond the term were identified and letters were issued to Administrative Judges requesting their action.</p>	<p>Administrative Judges identified the request from parents to keep cases active until PRDE's compliance with the orders as a main reason for keeping cases active beyond the terms. PRDE is working with the judges to help address this problem.</p>
<p>3. Continue to inform administrative judges on due process requests that are near the 45 days' timeline expiration.</p>	<ul style="list-style-type: none"> -Changes were made to the Secretarial Unit database in order to collect more accurate and valid data regarding timelines, extensions to term granted by the Administrative Judges, case management, among other data -PRDE, in monitoring this issue, identified that it did not have enough ALJs working enough hours to handle the amount of due process complaints it receives. As a 	

	<p>result, PRDE took the following actions:</p> <p>Administrative Judge's contracts were reviewed to raise their monthly working hours from 120 to 140</p> <p>An additional Administrative Judge was hired</p> <p>-A redistribution of geographical areas of the island was made in order to ensure the assignment of judges and due process within the terms</p> <p>-The Secretarial Unit was provided with additional personnel in order to ensure the tracking of timelines</p>	
<p>4. Continue periodic training, continuing education, for administrative law judges.</p>	<p>Two trainings were conducted with the participation of Administrative Judges and mediators</p>	
<p>5. Encourage and publicize resolution session option to complainants.</p>	<p>- A private resource who is interested in delivering this service was identified</p>	<p>See Indicator 18 for more information on efforts to promote and implement the resolution sessions.</p>

In addition to the activities proposed in the SPP, during 2005-06, the following activities were also carried out in order to ensure the implementation of this indicator.

- An independent contractor was hired to do database entry, analysis, reports and overall data collection.
- The database was expanded to include additional fields, reporting capability, and other information.
- A monthly report process was put in place in order to adequately track due process requests, identify gaps and slippages, and take actions to solve the identified situation. The report includes number of due process requests, active cases, due processes solved within timelines, due processes with extended timelines, due processes solved outside the timelines, due processes solved through mediation agreements, due processes requests by matter.
- New technology was acquired to facilitate the transmission of documentation of active cases.
- An additional employee was recruited for the follow-up and tracking of overdue cases.
- The Administrative Judge's contract was amended to increase the number of monthly hours, so hearings could be conducted on a timelier manner.

Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07

<p>1. Include due process procedures as part of the Statewide Personnel Development System to ensure personnel's understanding and implementation of adequate processes.</p>	<p>Continuous.</p>	
<p>2. Request administrative judges to make an explanation of the reasons for resolutions being issued after 45 days timeline.</p>	<p>Quarterly.</p>	
<p>3. Continue to inform administrative judges on due process requests that are near the 45 days' timeline expiration.</p>	<p>Continuous.</p>	
<p>4. Continue periodic training, continuing education, for administrative law judges.</p>	<p>Twice a year.</p>	
<p>5. Encourage and publicize resolution session option to complainants.</p>	<p>Continuous.</p>	

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: 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))

Measurement: Percent = (3.1 (a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

Despite recognition of the value of resolution sessions, PRDE is still in the process of implementing the resolution sessions into the due process procedures. The resolution sessions is a new requirement that will provide PRDE a last opportunity to solve the issue presented in the due process complaint before having to go to a hearing? It is also a great mechanism to preserve the mutual relationships between parents, educators and the special education students. PRDE is optimistic about the implementation of this new procedure and is working towards implementing the resolution sessions effectively throughout the island. The efforts and activities PRDE is pursuing are discussed in greater detail below.

Possible Baseline Data for FFY 2005 (2005-2006):

Data Year	3.1 (a)	3.1	3.1 (a) Divided by 3.1	Times 100	= Percent
2005-2006	0	0	0	0	0%

Because less than 10 resolutions sessions were held for FFY 2005, PRDE is not required to establish baseline data.

Discussion of Possible Baseline Data:

Data source for resolution meeting information: Table 7. As mentioned above, PRDE is in the process of implementing resolution meetings into its due process procedures.

Measurable and Rigorous Targets:

Because less than 10 resolution sessions were held for FFY 2005, PRDE is not required to establish target data.

Improvement Activities/Timeline/Resources:

Again, PRDE recognizes the value of resolution sessions and looks forward to recognizing the positive impact it may have upon resolving due process complaints and encouraging cooperation between parents and the agency. The following section describes steps PRDE has taken in working towards the implementation of resolution sessions as well as a list and timeline of activities to fully implement resolutions sessions.

Training and Education on Resolution Meetings

PRDE held the National Special Education Congress in October 2006. During this Congress, the first seminar that was offered by PRDE Special Education Legal Division Director was about complaints and due process complaints and included a special section about the new resolution meetings IDEA requirement. Special education teachers, supervisors, parents and students attended this conference.

The State Special Education Director, the State Special Education Legal Division Director, the Follow up Unit Director, a mediator and a member of PRDE Special Education staff designated to coordinate the new resolution session process attended the Fourth National Symposium on Dispute Resolution in Special Education sponsored by CADRE in Washington D.C. during December 6-8 2006. During that symposium they participated during all the seminars that were related to the resolution session process. Following is the list of the seminars they attended:

- **A Simple Format and Practical Considerations for Resolution Meetings**
- **Survivor - Special Ed. Edition: The New Resolution Meeting - IDEA 2004**
- **Resolution Meetings: A New Option to Resolve Disputes in Special Education**
- **Practical and Legal Lessons Learned from Early Resolution Meetings**
- **Successful Resolution Meetings Under IDEA**
- **Making Sense of Dispute Resolution Options After IDEA 2004**
- **Understanding IDEA 04 and Changes to the Procedural Safeguards Requirements**
- **Mission (Not) Impossible: Reducing Due Process Through Early Dispute Resolution Activities**

The knowledge obtained during the conference regarding the different states' experiences and proposed models for resolution meetings has been used to work towards creating the preliminary design of the administrative process that PRDE will adopt.

Besides the CADRE Symposium, on January 2006 training for the lawyers, and other personnel of PRDE Special Education staff regarding IDEA '04 and the 2006 IDEA regulations that included an extended section about resolution meetings was offered. A separate training for the ALJs including this topic was offered as well. PRDE was encouraged by the response from staff the ALJs regarding resolution sessions.

Obstacles to Resolution Session Implementation

PRDE has been under constant management change over the last two years. Five different persons occupied the State Special Education Director position during 2005-2006. Two different persons occupied the State Education Secretary position during 2005-06. PRDE Special Education Legal Division did not have a Director for several years. The lack of leadership and the constant administrative changes was an obstacle in the effective implementation of IDEA's new procedures.

The high amount of due process hearing requests filed monthly is another reason of why the resolution sessions have not been implemented. This situation presents an additional challenge and must be taken into account while designing an effective plan of implementation that is able to withstand such a high demand.

Additionally, PRDE faces certain constrains due to the RLV consent decree. All changes to procedure must be discussed with the RLV class plaintiffs.

Improvement Activities

A taskforce has been established to address the implementation of Resolution Sessions. Many questions, such as identifying the necessary human resources needed to run this process, and establishing infrastructure. More specific items such as amending the due process forms to include the resolution session option as well as the creation and distribution of orientation materials have been considered as well. The taskforce established the following timeline:

Activities	Timeline	Responsible	Product
1-Develop the official process a- Review the current due process procedures and identify areas to revise /modify / include discussion of resolution sessions. b- Draft the new procedures. c- Design related forms. d- Design tracking methods to include tracking effectiveness.	January-early February 2007	Lic. Tamara Vargas Marta Colón Teresita Sierra Lynnette Ramos Lic. Taina Moscoso Miriam Merced Myrta Reyes	Amended Due Process Procedures
2-Submit the amended process to the concerned parties (including the RLV class plaintiffs) for discussion and feedback	Mid-February 2007	Miriam Merced	Revised process, final version.
3- Design and provide training for relevant personnel (including process and best practices)	March 2007	Taskforce.	100% of relevant personnel trained.
4- Announcement to Parents and the Community regarding the changes and initial date of implementation.	Mid-late March, 2007	Taskforce.	Inform community via written, radio, and TV press.
5- Implementation date of resolution sessions.	April 2, 2007	Taskforce	Resolutions sessions implemented and tracking system running.
6- Monitor the implementation of the process	Continuous from April 2, 2007 forward.		100% of resolution meetings held within the timeline.

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:
 Percent = [(2.1 (a) (i) + 2.1 (b) (i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2005	60.7

Actual Target Data for 2005-06:

Data from Attachment I Used for Measurement

Data Year	2.1(a)(1)~ Agreements Reached in Mediations Related to Due Process	2.1(b)(i) - Agreements Reached in Other Mediations (not Related to Due Process)	2.1 - Total Number of Mediations
2005-2006	180	28	480

Measurement

Data Year	2.1 (a)(i) + 2.1 (b)(i)	Divided by 2.1	Multiplied by 100	Percentage/Measurement
2005-2006	208	0.4333	43.3	43.3%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

PRDE has in place procedures to resolve special education services controversies through mediation. The mediation process contemplates procedures that will allow parents and the agency to resolve a controversy with the intervention of an impartial mediator, on a voluntarily basis. In Puerto Rico, a mediation process can be requested as part of a due process request or by itself. Both alternatives require the identification of a mediator and scheduling mediation meetings in a timely manner.

When mediation is part of a due process request, the process is overseen by the Secretarial Unit. It receives and enters the data into a database to keep track of the process. Once the mediation meetings have occurred, the mediator informs the Secretarial Unit of the results of the meetings, and

the Administrative Judge is informed in order to continue with the due process procedures accordingly. Mediation procedures under this alternative must take place within the due process timelines. If an agreement is not reached during the mediation, the hearing shall proceed, and a decision reached within the 45 days term.

When a mediation is requested outside of a due process complaint, the Secretarial Unit is also in charge of the process of receiving, entering the data, and tracking the progress of all.

PRDE did not meet its FFY 2005 target for this indicator. As such, in addition to reporting on progress and slippages with improvement activities, PRDE is proposing additional activities as well.

The following chart provides information on the accomplishments, progress, and slippages of the activities proposed in the SPP for the implementation of this indicator.

Activity	FFY 2005 Progress	FFY 2005 Slippages
1. Include mediation as part of the statewide Personnel Development System to ensure adequate comprehension and implementation of mediation process.	<p>Training was provided to PRDE personnel, parents and interested parties in the 2nd Congress for Special Education.</p> <p>Training regarding the mediation process was provided to regional representatives and PRDE Office of Special Education Staff as part of a training on IDEA 2004 and the new 2006 regulations. The training was provided by Brustein & Manasevit.</p>	
2. Disseminate mediation process to schools and public.	<p>Meetings with mediators for the identification of activities were held on November 3 and 16, 2006</p> <p>A brochure regarding mediation process was developed and distributed to school districts and interested parties. This document is available to the public.</p> <p>TV bullets regarding mediation were prepared and presented in island wide TV</p>	
3. Include mediation as part of the focused monitoring system.	Monitoring guides and process were revised to include the collection of data regarding mediation	

4. Encourage and publicize mediation options.	See progress recorded for activity # 3 above.	
5. Provide on-going training to mediators.	On January 2007, training regarding IDEA 2004 was conducted with the participation of the mediators	
6. Collect evaluation feedback from mediators and mediation participants.		<p>The development of this process has been delayed due to fact that PRDE engaged in the search for existing models that would apply to Puerto Rico, its analysis, and adaptation in order to ensure a pertinence and applicability.</p> <p>However, the format is being developed and was sent to mediators for their input. This activity will be implemented starting in March 2007</p>
7. Analyze evaluation feedback materials to help identify mediation skills that enhance likelihood of mediation resulting in agreement.		This will be conducted continuously, starting in March 2007
8. Schedule Mediations in a timely manner.		

The following activities were implemented in addition to those proposed in the SPP, in order to correct identified slippages and enhance the mediation process:

- During 2006, important changes were introduced to the database software, desegregation of mediation results under both mediation alternatives, accurate identification of mediation in which an agreement was reached, and the due processes requests that were solved through the mediation process. These changes are in place.

- A private contractor for data entry tasks was hired, thus ensuring an agile data entering and collection. This effort also enriched the Secretarial Unit's tracking capability of the mediation process

Revisions, with Justification, to Proposed Targets / improvement Activities / Timelines / Resources for FFY 2006:

In addition to the previously proposed activities, PRDE proposes the following additional improvement activities for FFY 2006:

Activity	Timeline	Resources
1 .Intensify training to PRDE personnel regarding the mediation option as a means to resolve controversies as part of the statewide Personnel Development System to ensure adequate comprehension and implementation of mediation process.	Continuously	
2. Evaluate PRDE resources in order to determine if it is feasible to increase the number of mediators.	February to March 2007	Special Education Director
3. Continue and intensify the dissemination of information regarding mediation to the public	Continuously	Secretarial Unit, Follow up Unit

Part B State Annual Performance Report (APR) for FFY 2005

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
<i>2005</i>	<i>100%</i>

Actual Target Data for 2005:

During FFY 2005, PRDE successfully collected and timely submitted 83.3% of the data required to comply with Section 618 Annual Count of Children with Disabilities Served. These reports with the submission dates are as follows:

REPORT	DATE OF SUBMISSION
Table 1- Report of Children with Disabilities Receiving Services by Age, Disability, and Race/Ethnicity-	February 1 st , 2006
Table 2- Personnel	November 1 st, 2006
Table 3- Report of Children with Disabilities Receiving Special Education by Educational Environment	February 3* 2006
Table 4- Report of Children with Disabilities Exiting Special Education During 2005-06 School year	November 1 st , 2006
Table 5- Report on Children with Disabilities Unilaterally Removed to an Interim alternative, or	November 1 st , 2006

Suspended/Expelled for more than 10 days Table 6- Assessment	February 1 st , 2006
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Table 3- Report of Children with Disabilities Receiving Special Education Services by Educational Environment was submitted with a two day delay, due to difficulties encountered with the data system. This delay was informed to WESTAT on the initial due date. PRDE continues to conduct validation activities to verify and ensure the reliability of its data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 FFY:

ACTIVITY	PROGRESS	SLIPPAGES
1. Continue to implement annual activities for 618 data collection.	The following activities were carried out in order to collect the information: -Orientation to Special Education General Supervisors regarding child count process -Development of a work plan to comply with the data collection -Provision of printed lists of special education enrollment for its validation Other activities carried out included: -Validation of specific data fields: -data of birth/age -disability -Placement environment	Personnel turnover prevents PRDE to ensure continuous full comprehension of the process. Delays In the full implementation of the information system, has not facilitated the timely and accurate data collection
2. Upgrade the information system programming in order to modify and include identified fields.	Mind Source International, a private consultant agency devoted to the design and development of data systems was contracted to evaluate the actual data system and develop a more agile web- based system. PRDE expect to have this system by August 2007	Delays in the full implementation of the information system has not facilitated the timely and accurate data collection
3. Hire and train additional data entry personnel	The number of resources at	

<p>For school districts.</p>	<p>School district level was increased, according to the number of special education students being served on each one. Emphasis was given to personnel for data entry and updating.</p> <p>Equipment, such as USB drives, was distributed to districts</p> <p>Training was provided to district personnel regarding the use of laptop computers</p>	
<p>4. Ensure necessary infrastructure to all 84 organizational districts.</p>	<p>In order to improve the infrastructure, the Agency is providing the needed infrastructure for electronic connection. This will facilitate an agree data entry process. This project will be completed in July 2007.</p>	<p>The infrastructure updating is very slow in the Agency</p>
<p>5. Validate and monitor 618 data retrieved from the information system.</p>	<p>A validation process was carried out with regional level personnel</p> <p>Daily monitoring of data entry activities was carried out</p> <p>Reports were sent to regions and districts that showed a slow rate of data entry</p> <p>Technical assistance and visits to school districts were made. Lists print outs were provided as requested by districts in order to validate information.</p>	

In addition to the proposed activities, PRDE implemented the following activities during 2005-06:

- 1 - Activities to validate the existing database were conducted
- 2- Meetings were held with school district personnel to identify errors in the information and make the corrections accordingly.

Revisions, with Justification. To Proposed Targets / improvement Activities / Timelines / Resources for FFY 2006

PRDE has identified the need for additional improvement activities, due to the implementation of the new information system to be put in place during the next months

Activity	Timeline	Resources
1. Train personnel regarding use and management of computers and software.	Annually, beginning March 2007.	PRDE Special Education Planning Unit
2. Train personnel in the use of the new Special Education Information application	August 2006	PRDE Special Education Program, Information System Contractor