

Commonwealth of Puerto Rico  
DEPARTMENT OF EDUCATION



**Part B State Annual Performance Report**  
**APR CLARIFICARON SUBMISSION. 5/17/2013**  
**FFY2011**  
~~February 15, 2013~~

Part B State Annual Performance Report for FFY 2010

Table of Contents

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma ..... 5

Indicator 2: Percent of youth with IEPs dropping out of high school..... 9

Indicator 3: Participant and performance of children with IEPs on statewide assessments 14

Indicator 4: Rates of suspension and expulsion: ..... 2049

Indicator 5: Percent of children with IEPs aged 6 through 21 served: ..... 2224

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a: ..... 2524

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: ..... 2827

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 ..... 3433

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..... 3938

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification ..... 4039

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe ..... 4140

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 ..... 474544

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals ..... 535049

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: ..... 615856

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 ..... 666364

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State ..... 747469

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines ..... 797674

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements ..... 848179

Indicator 19: Percent of mediations held that resulted in mediation agreements ..... 878482

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate ..... 908785

## INTRODUCTION

In the Puerto Rico Department of Education (PRDE) Secretariat of Special Education (“SAEE” by its Spanish acronym) oversees the management and implementation of the requirements with the Individuals with Disabilities Education Act (“IDEA”) PL 108-446, Part B Program. PRDE is a unitary system, serving as both the SEA and the sole LEA in Puerto Rico. Also, PRDE is composed of seven educational regions, with 4 school districts in each educational region (a total of 28 Schools Districts).

Also, PRDE SAE E oversees a total of nine *Centros de Servicio de Educación Especial*, Special Education Service Centers, (‘CSEEs’ by the Spanish acronym). The CSEEs are located in Arecibo, Bayamón, Caguas, Humacao, Mayagüez, Morovis, Ponce, San Germán, and San Juan. They operate at the Regional level and were established to provide and assist students with disabilities and their parents with special education services. The CSEEs offer services for children transitioning from Part C to B including their parents and are also the liaison and support for the school facilitators who offer the services at the school level. The services provided in the CSEEs start with registration, evaluation, determination processes and coordination of therapy. The CSEEs have the Assistive Technology Advisory Committees (‘CAAT’ by its acronym in Spanish) this committee includes the professional experts who have the responsibility of providing the Assistive Technology evaluation.

Since FFY 2010 APR, SAE E personnel from the Analysis of Data and Compliance Unit, in collaboration with the Data Unit, established the strategy of holding a meeting during spring of each year with the CSEE Directors, discuss APR results and to timely collect, validate and update all data which will be used to report on the APR. This strategy has been proven to be successful because the CSEE Directors serve as subject matter experts and are an essential part of our General Supervision System. These meeting usually take place during the spring of each year. After these meeting the CSEE Directors held meetings at each Region with the Districts Facilitators and School Level Facilitators to provide information provided in the previous meeting. To support this strategy individual meetings are held with the SAE E Central Level personnel who are in charge of Indicators and are the ones responsible to provide direct technical assistance as needed.

PRDE SAE E’s continues with the improvement activities during FFY 2010 which proved to be efficient including the creation and implementation, maintenance of taskforces to assist with data validation and overall support at the CSEEs, and the information system for tracking requests for assistive technology equipment from requisition through to delivery.

The Data Analysis and Compliance Unit and the Data Unit received support in these efforts from outside contractors and technical assistance providers, the Southeast Regional Resource Center (‘SERRC’) and the Data Accountability Center (‘DAC’). Much of the technical assistances received from SERRC and DAC during FFY 2011 focused on areas of general supervision, including on-site monitoring, correction of non-compliance, Part C to B transition and the New Results Strategy established by OSEP last year. DAC has provided concentrated efforts working with the Data Unit to assist the unit in establishing written data verification procedures. Puerto Rico’s FFY 2011 APR continues to demonstrate the outcomes of hard work and commitment sustained over many years to address several areas of compliance under IDEA. PRDE can report that this year’s APR performance is continues to reflect the extensive efforts, resulting in performance and compliance.

For FFY 2011, PRDE has achieved substantial compliance with all compliance indicators, with actual measurement data for these indicators at/or above 75%. Highlights include PRDE’s maintaining 100% compliance for Indicator 16 (timely issuance of State Complaint decisions); 100%

compliance for indicator 15 (general supervision system) and surpassing the 90% compliance mark for Indicators 12 (children referred by Part C to Part B); 13 (secondary transition goals) and 20 (timely submission of valid and reliable data).

During the first week of October 2011, the United States Department of Education's Office of Special Education Programs (OSEP) conducted a Continuous Improvement Results verification visit to the PRDE. The last two days of the visit focused on PRDE's results topic, post-secondary outcomes. The results visit included meetings with more than 20 special education stakeholders representing parents and families of students with disabilities, the public vocational rehabilitation agency, universities, business, community development enterprises, and education service agencies. This distinguished group met for 1.5 days to conceptualize a draft strategic plan designed to develop partnerships and collaborations that improve post-secondary options (using OSEP's definition of higher education, competitive employment, postsecondary training and other employment) for youth with disabilities. In order to simplify accountability for results improvement, the scope of the plan was further designed to improve results specifically for Indicator B14.a and B14.b (enrollment in higher education or competitive employment, respectively). The improvement plan is referenced in Indicator 14, and included with this APR submission at Attachment A.

In July 2011, SAEЕ held a meeting with stakeholders to review SAEЕ progress over the past year and gather stakeholder feedback on improvement activities in progress and schedule for the coming academic school year. Afterward meetings were held with the Directors of the PRDE Counselors and Social workers Divisions to create new strategies of collaboration with these areas in order to use PRDEs personnel and establish a relationship of cooperation between programs. SAEЕ technical assistance personnel and Compliance Unit Data personnel provided several orientations with the facilitators from these programs in order for them to better understand the reporting required by OSEP and the importance of their collaboration in the new effort of the Result Indicator.

**Part B State Annual Performance Report (APR) For FFY 2011**

**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.

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

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
<i>FFY 2010 2010-201P</i>	66.5%

**Actual Target Data for FFY 2011 APR (FFY 2010 period): 46.7%:**

According to the Part B Indicator Measurement Table, Indicator's 1 data needs to be evaluated the year prior to the reporting period. The data used to calculate the actual measurement for the FFY 2011 APR is based on the graduation rate from the 2010-2011 school year.

As reported in the previous APRs, PRDE requested a deadline extension for reporting the four-year graduation rate data required under 34 C.F.R. § 200.19(b)(4)(ii)(a). In response to the PRDE's deadline extension request, a letter was received on July 21, 2009, approving the following: (1) use of a three-year adjusted cohort graduation rate, (2) a one-year extension to report its three-year adjusted cohort graduation rate and (3) to continue using the graduation rate in its current Accountability Workbook as a transitional rate until a three-year adjusted graduation rate in 2011-12 can be reported. Up to 2011-12, PRDE will continue to use the transitional graduation rate as described in the approved PRDE Consolidated State Application Accountability Workbook. This rate is an adaptation of the method recommended by the National Center for Education Statistics. The Data was collected from the total of schools, not by student, and included in the state level. An additional aggregation at the school level was the collection for all students, without any subgroup designations. Therefore, the data PRDE reported in the CSPR was an aggregated graduation rate; no disaggregation by subgroup was reported

PRDE used the 618 Exiting data once again for reporting on this indicator, because the CSPR data is not collected by subgroup designations. PRDE used the Section 618 Data Report, Table 4 *Report of Children with Disabilities Exiting Special Education* as the data source for this indicator. Specifically, PRDE used data from the "All Disabilities" page (Tab 13 of Table 4). Data from Row B (graduated with regular high school diploma) is divided by all school exits represented in the sum of Tab 13 Rows B, C ("received a certificate"), D ("reached a maximum age"), E ("died"), and G

<sup>1</sup> The period at issue under Indicator 1 for the FFY 2011 APR submission is FFY 2010; accordingly, as advised by OSEP, the appropriate Indicator 1 target for the FFY 2011 APR is that listed for FFY 2010 in Puerto Rico's SPP.

("Dropped out"). PRDE used this data to establish the baseline and targets. The 2010-2011 data is reported below, along with the actual calculation measurement...

Data for 2010-2011:

B. Graduated with regular high school diploma	C. Received a certificate	D. Reached Maximum Age	E. Died	G. Dropped out	(B + C + D + E + G)
2,356	320	160	19	2,186	5,041

Actual Measurement for FFY 2010 Reporting:

B. Graduated with regular high school diploma	Divided by (B + C + D + E + G)	FFY 2010 Actual Target Data
2,356	.4674	46.7%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

Data reviews demonstrate that a total of 2,356 students with disabilities graduated from high school with a regular diploma out of the 5,041 students with disabilities who exited during the 2010-2011 school year, resulting in 46.7% as the actual measurement for Indicator 1. This reflects slippage from the FFY 2010 APR. Nonetheless, compared to the FFY 2010 APR, the data reflects that the total number of students that graduated with a regular high school diploma as well as the number of students who exited with a certificate increased.

With the recruitment of the 1,294 School Facilitators to coordinate and support special education program requirements at the school level, have contributed to ensuring more accurate and valid data. The School Facilitators located at the school level assist in carrying out the verification procedures for data entered at the school level. As a result of such efforts, the database is steadily reflecting a more accurate count of students exiting special education.

PRDE requires 19 credits to graduate with a regular high school diploma. This requirement is the same for students with disabilities.

The following chart provides a summary discussion of the improvement activities undertaken during 2011-2012.

Activities	Discussion on improvement activities completed
Maintaining special education support, placement options, streamlined procedures, transition planning available to IEP students in high school as a means of working to maintain a high graduation rate.	PRDE is continuing these efforts. More emphasis has been placed in the identification of appropriate placement where the students benefit from peer interaction, courses of study and other areas regarding their preferences and interest after each student's transition assessment.  PRDE SAEF participated in a committee of the Governor focused on strengthening interagency coordination to promote services for the special education community including children with disabilities.
Maintaining special education support, professional development,	PRDE is continuing these efforts. During FFY 2011, the Technical Assistance (TA) Unit held a series of trainings and technical

Activities	Discussion on improvement activities completed
Technical assistance available to high school teachers and other personnel.	Assistance visits for Special Education District Facilitator regarding the cluster of Indicators 1, 2, 13 and 14. The TA Unit developed these training and technical assistance sessions to address areas of concern identified by the Monitoring and Compliance Unit as a result of their review of the district self-assessment and on-site monitoring visits. This is a continuous activity.
Continue to monitor graduation rates and foster retention in schools.	<p>PRDE has continued tracking its graduation rates and fostering retention in schools. PRDE has placed Transition Coordinators at the regional level, which has led to more effective collaboration between Professional School Counselors and School Directors regarding the inclusion and participant of special education students in school activities. Also, the provision of alternatives such as team teaching in regular classrooms, giving credits for resource room attendance, assuring accommodation provisions, and regular teachers and counselor interviews with the students will help student's retention to obtain a high school diploma as a goal.</p> <p>PRDE is working on the graduation rate and set a first cohort of students for 2009-2010 who were scheduled to graduate in 2012. This places PRDE on time to be able to provide its graduation rate under the new calculation for 2011-2012.</p> <p>Special education students were included in the cohorts as part of the process. Having identified these students in advance aids teachers and coordinators in tracking and monitoring their status year by year leading to the opportunity to provide additional activities and necessary support to reach the final goal.</p>
Evaluate Table 4 data collection methods and participate in activities to help ensure reliable data collection; continue data validation activities.	<p>Technical Assistance received by DAC remains ongoing to assure successful completion of this task. Trials of reporting for secondary transition and exiting have been done with satisfactory results in obtaining direct data from the system.</p> <p>In FFY 2010, PRDE SAEI continued its efforts in data exchange amongst all existing applications to ensure consistency and complete data for all special education students.</p>
Explore and develop activities regarding alternatives for students' school retention and to promote improved graduation rates.	Meetings with Transition Coordinators generate common activities to share with the teachers and provide ideas to school communities for student retention and improving graduation rates. The inclusion of students with disabilities in career fairs, on-site visits, school programs (such as Juvenile Organizations, School Clubs, and similar programs where they join their peers), as well as initiatives like students with disabilities receiving academic credit for special education resource room attendance and promoting students with disabilities direct participation in their IEP revision, among other items, have contributed to better outcomes for school retention. This activity is complete but monthly transition meetings will continue in order to further discuss these areas.

Activities	Discussion on improvement activities completed
6. Training in graduation rate PRDE new policy.	PRDE held a training regarding the revised graduation policy.

**Revisions, with Justification, To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) For FFY 2011**

**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.

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

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
<i>FFY 2010 2010-2011<sup>1</sup></i>	21.75%

**Actual Target Data for FFY 2011 APR (FFY 2010 period): 43.36%**

In accordance with the Part B Indicator Measurement Table, data for indicator 2 should be revised during the prior year prior to the reporting period. Accordingly, the data used to calculate the actual measurement for the FFY 2011 APR is based on graduation rate data from the 2010-2011 school years.

This indicator requires the SEA to report the percent of special education youth high school dropouts with IEPs reported. In the FFY 2006 APR, Puerto Rico established its baseline and its annual measurable and rigorous targets based on this indicator 2 approach. PRDE defines “high school dropouts with IEP” as students who leave school prior to completing the academic program, which is consistent with the definition used in the Section 618 data report. Specifically, “dropped out” means a student or school-age youth that leaves school without achieving an orderly administrative procedure to disengage from the education system. This definition is the same for students with disabilities.

As noted in Indicator 1, PRDE is collecting aggregated data using the graduation rate established in the Puerto Rico’s Accountability Workbook. PRDE uses its Section 618 Data Report, Table 4 Report of Children with Disabilities Exiting Special Education as the data source for this indicator. Specifically, PRDE uses data from the “All Disabilities” page (Tab 13 of Table 4). Data from Row G (“dropped out”) is divided by the total sum of the data from Rows B (“graduated with regular high school diploma”), C (“received a certificate”), D (“reached a maximum age”), E (“died”), and G (“dropped out”).

---

<sup>1</sup> The period at issue under Indicator 2 for the FFY 2011 APR submission is FFY 2010, accordingly, as advised by OSEP, the appropriate Indicator 2 target for the FFY 2011 APR is that listed for FFY 2010 in Puerto Rico’s SPP.

In accordance with the Part B Indicator Measurement Table, data for indicator 2 should be revised during the prior year prior to the reporting period. Accordingly, the data used to calculate the actual measurement for the FFY 2011 APR is based on graduation rate data from the 2010-2011 school year.

The 2010-2011 data is reported below, along with the actual calculation measurement. Calculation.

Data for 2010-2011:

B. Graduated with regular high school diploma	C. Received certificate	D. Reached Maximum Age	E. Died	G. Dropped out	(B + C + D + E + G)
2,356	320	160	19	2,186	5,041

Actual Measurement for FFY 2011 Reporting:

G. Dropped Out	Divided by (B + C + D + E + G)	FFY 2010 Actual Data
2,186	0.4336	43.36%

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

Data reviews demonstrate that a total of 2,186 students dropped out from high school. Applying the calculation, PRDE's drop-out rate for 2010-2011 is 43.36%, which represents an increase from the 2009-2010 actual data, which reflected a drop-out rate of 41.59%.

Students' reasons exiting the regular diploma program vary from the need to work in search of an economic independence, or a lack of resources, school apathy, or a desire for less rigorous academic challenges. Students who qualified as "dropping out" under this definition include students who are leaving the system or their placements in order to engage in other academic alternatives in order to complete high school graduation requirements—just not with a regular diploma or certificate.

Many PRDE special education students included as "dropped out" currently enrolled in the adult education program and CASA program, which are PRDE alternatives allow students to obtain a diploma that will be enough in order to get them enrolled in universities and/or find jobs. For 2010- 2011, the adult education program enrolled approximately **222** students with IEPs who dropped out of school... Also, 193 students were referred to the Management Training for Employers and Future Employees (referred to as AAFET, by its Spanish acronym), a private vocational program contracted by SAEE. AAFET provides training to young people from 16 years old and above, who have left the formal education system and are unemployed. These trainings prepare them to develop skills in different vocational areas so they can achieve and maintain employment and / or establish their own business. Courses are offered in various categories like manufacturing, engineering, construction and services, which have an emphasis on the labor market demands. If this category of students did not count as drop outs, this might significantly improve PRDE's Actual Measurement for this Indicator.

Other students are opting to leave special education, looking for fast track programs that will help them obtain, in one or two years, a high school diploma with the same PRDE regulations, but with curricular modifications emphasizing their needs and targeting the development of necessary skills approved by the College Board for University or College admission.

PRDE has continued with the development of several alternatives to work as prevention measures. These include:

- Referrals to private sector organizations - when a student is identified as at risk to drop out of school, in order to assist with preventing the student from dropping out, PRDE refers the student to the private sector for counseling services and other positive intervention initiatives that could help with retention. Many of these private sector organizations also have programs to work with students in the event they do drop out to ensure students continue their education through another avenue or find work, etc. (e.g., Sor Isolina Centers, Aspira).
- Proyecto Casa (ASPIRA) - provides an educational center for students to complete their academic and vocational studies in a minimum amount of time with the purpose of incorporating these students into the community, integrating them in the working world, and allowing the students to continue post-secondary studies. This project exists in all PRDE's seven Regions.
- Learn and Serve of America - is an alternative to provide students at risk an opportunity to help others such as children in hospitals, homeless individuals, and the elderly during their free time after school hours and/or over the weekend.
- Grade placement tests - are given to students that have failed for three years in the same grade and students whose ages do not correspond to their grade. If a student passes this test, the student will be placed in the appropriate grade—which can help with self-esteem and motivation.
- The PRDE Training and School Counseling Program sponsors various projects to strengthen student retention, including<sup>2</sup>:
  - Proyecto Conoce. Explora. Participa v Actúa (CPA) - this project, which is held in collaboration with the College Board serves seventh grade special education students. Students are evaluated for drop-out risk indicators. Workshops and other interventions are held in order to help address drop-out risk concerns.
  - Programa Centro Evaluación Ocupacional (CREO) - intermediate and high school students are evaluated for indicators related to study habits. As well as emotional and occupational issues. This initiative implements strategies for students that are placed in contained classrooms.
  - Aprendiendo a Estudiar con Amor - this strategy aims to improve parental and teacher involvement in assisting kindergarten students through third grade in order to develop positive attitudes towards studying and school. This is a motivational educational strategy that employs music and written exercises.
  - Career Education Responsive to Every Student (CERER) - this integrated curriculum program educates kindergarten students through sixth grade on future career opportunities in the working world. The program encourages students to explore career options in order to get them thinking about transition from school into business and other opportunities.
  - Modelo Curricular de Prevención Integrado al Currículo Académico de Nivel Elemental e Intermedio - this model helps in preventing drop-outs and is implemented from kindergarten through twelve grade. This model was developed in order to modify student's knowledge, attitudes, and conduct.

---

<sup>2</sup> <http://www.de.gobierno.pr/tags/orientacion-y-consejeria>

- o Escuela Para Padres - this is a capacity building opportunity for parents to learn strategies on a variety of themes including study habits, bullying, sexuality, drop-out, and childrearing.

In addition to the efforts and programs discussed above, PRDE held many additional activities related to drop-out prevention including:

- Programa de Educación Comunal de Entrega v Servicios (PECES) - this activity consisted of a series of workshops in the Humacao region for students ages 9-18 which addressed pregnancy and drop-out prevention. These workshops were offered during the spring and summer of 2011.

The following chart provides a summary discussion of the improvement activities under taken during 2011-2012.

Activities	Discussion of improvement activities completed
Increase special education support available for high school students.	PRDE School Counseling Program and the Social Workers Program have undertaken efforts regarding preventative activities in order to support high school students including special education students.  See activities discussed above.
Increase special education support for teachers and other high school personnel.	This is an on-going activity.  PRDE SAEE is continuing these efforts. During FFY 2011, the Technical Assistance (TA) Unit held trainings and technical assistance visits for special education teachers and school directors regarding Indicators 1,2,13 and 14 clusters. The TA Unit developed these training and technical assistance sessions in order to address areas of concern identified by the Monitoring and Compliance Unit as a result of the district self-assessment and on-site monitoring visits review.
Target in and provide support to districts that are reporting higher numbers of students dropping out of high school.	PRDE SAEE is continuing these efforts. PRDE has undertaken efforts regarding preventative activities in order to provide support to school districts with high risk student's population, including the School Counseling Program as discussed above.
Continue to collect and validate drop out data for IEP students.	PRDE collects this data based on child count for exiting table. This table includes all the possible reasons for exiting. The SIS collects information regarding the student status at the end of the year. After completing the matching of SEASWeb and SIS data, PRDE will validate and share dropout data using it in the ESEA graduation rate calculation and by following the Department's timeline stated under ESEA agreements and approved by PRDE.

Activities	Discussion of improvement activities completed
	<p>DAC continues assisting SAEE and the SEASWeb data manager in order to make sure it is well suited to assist with the documents and tables required for OSEP's for reporting.</p> <p>PRDE is continuing these efforts. See activities discussed above.</p>

**Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) For FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE Indicator 3: Participant and performance of children with IEPs on statewide assessments**

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup. Puerto Rico is a unitary system, thus part A is not applicable to PRDE.
- B. Participant rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

**Measurement:**

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in bean assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participant rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ((# of children with IEPs scoring at or above proficient at grade level, modified and alternate academic achievement standards enrolled for a full academic year ~~scoring at or above proficient~~) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned. and enrolled for a full academic year. ~~enrolled for a full academic year.~~ calculated separately for reading and math. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target
<i>FFY 2011 (2011-2012)</i>	INDICATOR 3B: Maintain Baseline (98.73% for Spanish. 98.44% for Math)  INDICATOR 3C: Increase to (25.5% for Spanish and 21.5% for Math)

**Actual Target Data for FFY 2011 (2011-2012):**

	Spanish	Math
<b>3B, Participation</b>	98.79%	98.89%
<b>3C, Proficiency</b>	30.98%	25.31%

Puerto Rico reports publicly on the performance of children with disabilities on statewide assessments with the same frequency and in the same detail as it reports on the assessments of nondisabled children. The publicly reported statewide assessment data for FFY 2011 can be viewed on-line at: <http://www.de.obiemo.pr/informes-de-desempeno-de-estudiantes-con-impedimento-en-las-ppea>. <http://www.de.gobierno.pr/taqs/educacion-especial>.

The data source used for this indicator is the data used for accountability reporting under Title I of the ESEA. Table 6 for the 618 data collection for the participation and performance of students with disabilities on State Assessments submitted as EDEN-only.

**Actual Target Data and Measurement for Part B. Participation. For FFY 2011:**

<b>Data Year and Examination</b>	<b>a. # of children with IEPs in grades assessed</b>	<b>b. # of children with IEPs in RA with no accomm.</b>	<b>c. # of children with IEPs in RA with accomm.</b>	<b>d. # of children with IEPs in AA against GLAS</b>	<b>e. # of children with IEPs in AA against AAS</b>	<b>Measurement [[ (b + c + d + e) / a ] x 100]</b>
<b>2011-2012 Spanish Participation</b>	58,210	7,758	47,481	0	2,266	98.79%
<b>2011-2012 Math Participation</b>	58,210	7,761	47,537	0	2,266	98.89%

**Actual Target Data and Measurement for Part C. Proficiency. For FFY 2011:**

<b>Data Year and Examination</b>	<b>a. # of children with IEPs in grades assessed</b>	<b>b. # of children with IEPs in grades assessed who are proficient or above as measured by the RA with no accomm.</b>	<b>c. # of children with IEPs in grades assessed who are proficient or above as measured by the RA with accomm.</b>	<b>d. # of children with IEPs in grades assessed who are proficient or above as measured by the AA against GLS</b>	<b>e. # of children with IEPs in grades assessed who are proficient or above as measured by the AA against AAS</b>	<b>Measurement [[ (b + c + d + e) / a ] x 100]</b>
<b>2011-2012, Spanish Proficiency</b>	58,210	2,508	14,899	0	628	30.98%
<b>2011-2012, Math Proficiency</b>	58,210	1,969	12,115	0	649	25.31%

**Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

PRDE administered its regular and alternate assessment island wide for the 2011-2012 school years during April 20-27, 2012. The tests are known as the Pruebas Puertorriqueñas de

Aprovechamiento Académico (PPAA) and the Pruebas Puertorriqueñas de Evaluación Alterna (PPEA). The PPEA is the AA-AAS administered to students with significant cognitive disabilities.

The state assessment system ensures the participation of students in grades 3-8 and 11 in Spanish, Math, and English as a Second Language as well as in Science for students in grades 4, 8 and 11. 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.

PRDE revised its content standards and grade level expectations during the 2007-2008 school year. The learning expectations were rigorous and clearly defined for each grade. The PPAA and PPEA were revised for the 2008-2009 assessment administrator and were aligned to the 2007- 2008 content standards and grade level expectations. The PPAA is composed of multiple choice and constructed response items. The mathematics tests contain grid-in items. Prior to the 2008-2009 administrator, the PPAA test was composed exclusively of multiple choice items.

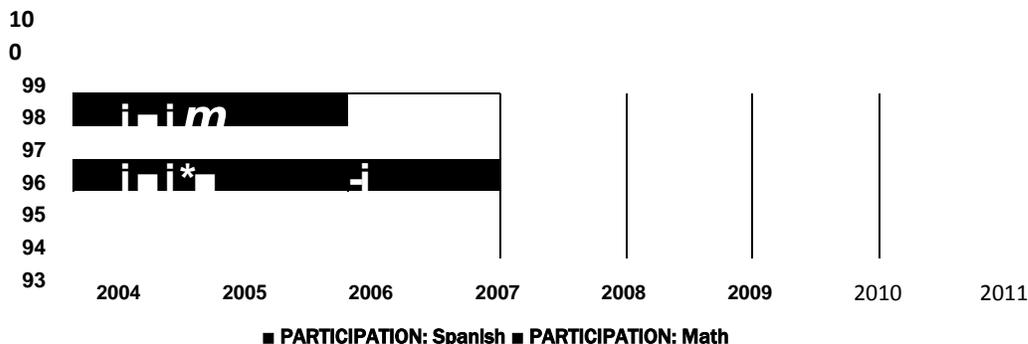
The PPEA represents a multi-disciplinary approach to assessing student learning and providing access to grade-level learning standards and varied opportunities to learn. A strength of the PPEA is its flexibility in teacher-designed assessment tasks to meet the individual needs of students with significant cognitive disabilities. The following statements clarify the PPEA's design method:

- o PRDE has employed a development process to create strongly linked standards/PPEA entry targets that are academic and grade referenced. This has resulted in the overall system being organized by grade level and content strands that are consistent with general education PPAA content and content strands.
- o The approach of organizing the targeted content of PPEA entry targets with multiple subparts for data collection allows for breaking down larger grade-level expectations into smaller, measurable objectives, even though teachers are guided to "bundle" the subparts for meaningful instruction. The strategy of bundling entry targets for instruction attempts to avoid instruction that is disjointed or does not measure progress in small enough increments to be meaningful for students. Intentional bundling encourages teachers and students to make connections between and among the content of entry targets.

PRDE met its FFY 2011 participation targets and demonstrated increased participant compared to last year. Actual percentages are shown in the following table. As reflected therein, the data for 2011-2012 assessments demonstrates slight increases in participation for both Spanish (0.06%) and Math (0.08%) as compared to the FFY 2010 assessment.

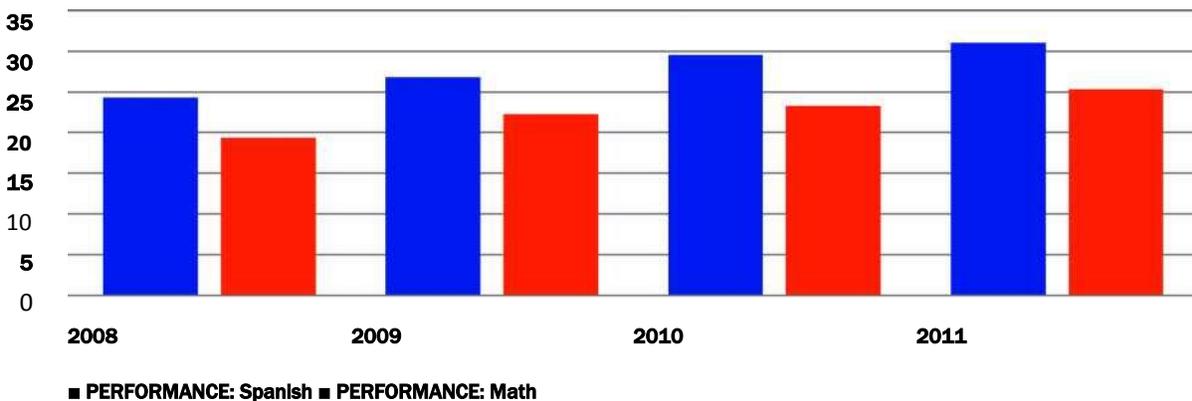
COMPARISON OF FFY 2011 PARTICIPATION ACTUAL DATATO PRIOR YEARS								
Subject	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
PARTICIPATION: Spanish	97.76 %	98.73 %	95.52 %	98.59 %	98.30%	98.20%	98.73%	<b>98.79%</b>
PARTICIPATION: Math	97.69 %	98.44 %	96.99 %	98.43 %	98.01%	98.31%	98.81%	<b>98.89%</b>

Pé



PRDE also met its FFY 2011 proficiency targets. PRDE exceeded its Spanish proficiency target (25.5%) by 5.98% and its Math proficiency target (21.5%) by 3.81%. These were improved proficiency results from FFY 2010, of 1.44% in Spanish and 2.08% in Math, as reflected in the table below.

<b>COMPARISON OF FFY 2011 PERFORMANCE TO PRIOR YEARS SINCE REVISING THE BASELINE</b>				
<b>Subject</b>	<b>FFY 2008 (Baseline)</b>	<b>FFY 2009</b>	<b>FFY2010</b>	<b>FFY 2011</b>
PERFORMANCE: Spanish	24.27%	26.81%	29.54%	30.98%
PERFORMANCE: Math	19.30%	22.20%	23.23%	25.31%



PRDE held various meetings to provide training and dissemination activities related to the PPAA and PPEA. PRDE also ensured that the process of administering the PPAA and PPEA was held effectively and in an organized matter.

In addition, PRDE continued its practice of providing informational booklets to familiarize educators, parents and students in Puerto Rico with the PPAA tests. The booklets provided helpful explanations that enabled the students to get a comprehensive grasp of the tests. The PPEA teachers' guide was also revised to provide teachers with a clearer understanding of standards based instruction for the alternate assessment for children with significant cognitive disabilities.

PRDE, continued its work with Pearson, offered technical assistance to special education teachers who had students participating in the PPEA to help them develop and manage the student portfolios. During this training, teachers were provided with two tools: 1.) The Resources Guide, which contains the activities and the standards to be implemented for the student and 2.) The Teachers' Guide, which includes the actual template forms to be used for administering the assessments.

PRDE scheduled and conducted onsite monitoring visits throughout the schools island wide before, during, and after the test administration period. The process of monitoring for PPEA included supervision of the process, monitoring of security regulations and the use and availability of resources like the teachers' guide, resource guide and portfolio distribution, among others. Also, PRDE reviewed a sample of the files of students who participated in the PPEA to determine whether the procedural safeguards and the Criteria Guide were complied with, including and if there was evidence of the orientation given to parents regarding the participation of their children in the PPEA/PPAA.

PRDE has its on-going activity of providing professional development for teaching to the grade level standards and best practices island wide. Trainings were held at the regional/district levels with

teachers and Spanish, Math, ESL and Science content area experts. Professional development and technical assistance opportunities were provided to support general and special education teachers. A resource guide for teaching to grade level expectations for special education teachers was developed and has been posted on the department's website.<sup>3</sup> Follow-up training on the use of accommodations for students with disabilities were also provided at the regional and district level.

During the month of September the SAEI participated, as every year in the committee responsible for handling AYP appeals. This participation was important as it allowed SAEI to describe the educational needs of our program to assure that reasonable accommodations were applied adequately and for computing the academic index for the students.

PRDE has included in the SIS system the assessment options available for students with IEPs and used it to obtain the data for FFY 2011. PRDE continues to develop its Student Information System (SIS) and data validation process for tracking student participation. Data entry and data review processes take place continuously. Schools have successfully enrolled their students in the SIS and continue to update changes in their enrollments.

The following chart provides a summary discussion of the improvement activities under taken during 2011-2012.

Activities	Discussion
1. Support personnel development for the teaching methodologies, teaching to grade level standards, and teaching best practices	See discussion above. PRDE continues with this effort.
2. Increase technical assistance and support to regular and special education teachers and service providers on teaching strategies and methodologies	See discussion above. PRDE continues to provide technical assistance and support to general and special education teachers and service providers on teaching strategies and methodologies.

3. Continue TA for regular and special education teachers on the use of accommodations for students with disabilities

The technical assistance and professional development for teachers included the use of accommodations for students with disabilities. PRDE will continue with this effort.

---

<sup>3</sup> The link to a PDF of the resource guide for teaching to grade level expectations can be found on-line at: <http://www.de.gobierno.pr/ppaa>. Once at that page, scroll down to the sub-section entitled "PRUEBAS PUERTORRIQUEÑAS DE EVALUACIÓN ALTERNA (PPEA)", and the link for the guide ("Guía de recurso para el maestro") appears under the list of document 'Documentos'

**Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) for FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 4: Rates of suspension and expulsion:**

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

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

**Measurement:**

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
FFY 2011 (2011-2012)	.001%

**Actual Target Data for FFY 2011: .0061%**

**Indicator 4 (a)**

In accordance with the Part B Indicator Measurement Table, data for the year prior to the reporting year is to be examined for Indicator 4. Accordingly, data used to calculate the actual measurement for this indicator for the FFY 2011 APR comes from discipline data for 2010-2011.

For 2010-2011, the *Report of Children with Disabilities Subject to Disciplinary Removal* (618 data, Table 5) shows that 8 students were removed or suspended/expelled for more than 10 days (Section A, Column 3B). This represents .006% (8/129,314) of the total students based on the 2010- 2011 child count report. PRDE did not meet its target of .001% for this indicator

SAEE collected data for Indicator 4 using a web-based application to collect the suspension rate of students with IEP's. This application was designed specially to account for IDEA requirements.

During summer the MCU in cooperation with the IDEA Data Manager sent a memo with the data collection and validation process work plan. This work plan was designed as the past two years to ensure a timely process for collecting and validating data and included specific due dates for entry into the web-based application. The CSEE Directors were designated as the official liaisons to the District Superintendents and School Facilitators at the school level. After data reports are submitted through the system, the PRDE Planning Unit reviews the data.

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

**Discussion of improvement Activities Completed and Explanation of Progress for FFY 2011:**

PRDE provides ongoing training to their personnel on disciplinary requirements, including how and when to apply the discipline procedures observing the IDEA requirements. Trainings are provided to Special Education School and District Facilitators. Additionally, the Technical Assistance Unit provides individualized trainings to districts, facilitators, school facilitators and teachers based on their unique needs.

In an effort to ensure discipline data collected for Table 5 is valid and reliable, PRDE SAEF issued a Memo to personnel regarding data collection and entry for this indicator. This memo laid out important definitions such as disciplinary measures, behavior, and behavioral actions, in accordance with IDEA. The letter reviewed the instructions for collecting suspension data and included a guide and a glossary with definitions for key terms such as suspension and disciplinary measures.

The following chart provides a summary discussion of the improvement activities undertaken during 2010-2011.

Activity	Discussion
1. Personnel training for the use of the manual for positive behavior supports and functional behavior analysis	PRDE provided training on a variety of topics to special education teachers and School Facilitators including School, including disciplinary procedures for special education students, functional behavior analysis, and behavioral intervention plans. These activities will continue in an ongoing basis.
2. Continue to support regular and special education teachers in the use of best practices for discipline procedures.	The Technical Assistance Unit provides trainings throughout the whole school year for general and special education teachers, school directors, and facilitators. District facilitators for special education provide follow-up regarding discipline procedures, including the review of IEPs and the use of procedural safeguards regarding behavioral interventions.

**Revisions, with Justification, To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) for FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% 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 separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	Special education students who spent less than 21% of the day outside regular class = 75.5%  Special education students who spent greater than 60% of the day outside regular class= 13.8%  Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.28%

**Actual Target Data for FY 2011: A) 77.65%: B) 7.63%: C) 3.17%**

PRDE collects data on students' placements for the 618 data submission from the SEASWEB database. The data reported for this indicator are taken from Table 3, IDEA Implementation of FAPE requirements. The following table reflects the raw data and measurement calculations leading to the FFY 2011 actual target data reflected above.

a. Total Child Count	b. IEP students removed from the regular class less than 21% of the day		c. IEP students removed from the regular class greater than 60% of the day		d. IEP students served in separate schools, residential facilities, or homebound/hospital placements	
	#	% (b/a)	#	% (da)	#	% (d/a)
114,523	88,924	77.65%	8,740	7.63%	3,629	3.17%

**Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011:**

PRDE met its FFY 2011 targets for 5A and 5B of this indicator. As compared to FFY 2010 data, PRDE showed improvement with parts 5B and 5C, but not part 5A, of this indicator. Although the data for indicator 5A shows a decrease of 3 percentage points, PRDE exceeded the target by 2.15 percentage points. As for indicator 5B, PRDE improved by about half of a percentage point and exceeded the target by more than 6 percentage points. Regarding 5C, PRDE data shows a minor decrease in the percentage of students in separate schools, residential facilities, or homebound/hospital placements of 0.03 percentage points as compared to FFY 2010, missing its target for 5C by 1.89 percentage points. To validate the accuracy of the data for this indicator PRDE generated continuous data reports that were sent to the Regional Facilitators, CSEE Directors, and the School Facilitators. These personnel were then responsible for verifying the placement data and making any necessary updates in the SEASWEB system.

The following chart provides a summary discussion of the improvement activities undertaken during 2011-2012. PRDE will continue with these activities in 2012-2013.

Activity	Discussion
1. Include training to regular teachers and personnel as part of the Statewide Personnel Development System.	This is an on-going activity.  PRDE SAAE's Technical Assistance (TA) Unit continuously provides technical assistance throughout the year, including various training sessions. These trainings cover areas for teachers, Regional Facilitators, and School Facilitators regarding accommodations, equitable services for students with disabilities, development of IEPs, post-secondary transition, strategies for teaching special education students in an inclusive classroom, and other topics related to specific disabilities.  PRDE will continue this effort.
2. Include training for special education teachers and staff as part of the Statewide Personnel Development System.	See discussion in #1 above.
3. Continue to monitor provision of appropriate special education services in schools.	The TA Unit provides support to teachers and school personnel after the Monitoring and Compliance Unit (MCU) identifies concerns in the provision of FAPE. The TA Unit also provides support based on information received from other aspects of SAAE's generally supervision system, including the State Complaint and Due Process components. PRDE will continue this activity.
4. Increase special education support to students; accommodations, modifications, materials, equipment, assistive technology and related services.	During the FFY 2011 PRDE maintained the use of its financial system ('SIFDE' by its acronym in Spanish) which provides a field that that allows student identification recording within each AT purchase request. This field allows PRDE SAAE to track and monitor the status of AT equipment orders from the time of requisition to actual delivery of the equipment.

Activity	Discussion
	<p>This also enhances PRDE SAAE communication with the PRDE Procurement Office to ensure timely purchase and delivery of equipment.</p> <p>School Facilitators were trained on the process to ensure that student Identification numbers are recorded in each of the AT purchase requests at the school level.</p> <p>At the school level, the School Facilitator is in charge of supporting the school personnel, including providing support to students regarding accommodations and modifications. Regarding assistive technology equipment, the School Facilitator has the responsibility of purchasing this equipment directly from the school through the SIFDE system or with the PCards. This makes the process more accessible for the parents and students.</p> <p>The District Facilitators are responsible for making on-site visits to schools to provide technical assistance, as requested.</p> <p>PRDE will continue this effort.</p>
<p>5. Increase special education support to personnel; technical assistance, consultations, best practices information dissemination.</p>	<p>This is a continuous and on-going activity. Also see discussion in #1 above.</p>

**Revisions, with Justification. To Proposed Targets / improvement Activities / Timelines / Resources for FFY 2012**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) for FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:**

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

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

**Measurement:**

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Overview of Issue/Description of System or Process:**

PRDE collects data on student placements. This information is uploaded and stored in PRDE's special education information system database and used for the 618 data submission. The data reported for this indicator are taken from Table 3, IDEA Implementation of FAPE requirements. The raw data and measurement calculations leading to the FFY 2011 calculations, which shall serve as PRDE's baseline for Indicators 6A and 6B, are provided below.

**Baseline Data from FFY 2011:**

**6A:** 71.92%

**6B:** 0.77%

*Indicator 6A Data and Measurement*

<b>Total # of Children aged 3-5 with IEPs</b>	<b>(A1) # of children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in a the regular early childhood program.</b>	<b>(B1) # of Children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services the regular early childhood program</b>
14,791	10,638	0

# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (A1+ B1)	(A1 + B1) divided by total # of children aged 3 through 5 with IEPs	X100
10,638	0.7192	71.92%

*Indicator 6B Data and Measurement*

Total # of Children with IEPs	# of children attending a special education program (NOT in any regular early childhood program), specifically, a...		
	(C1) Separate Special Education Class	(C2) a Separate School	(C3) a Residential Facility
14,791	114	0	0

# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility (C1 +C2 C3)	(C1 + C2 + C3) divided by total # of children aged 3 through 5 with IEPs	X100
114	0.0077	0.77%

**Discussion of Baseline Data:**

To validate the accuracy of the data for this indicator PRDE generated continuous data reports that were sent to the Regional Facilitators, CSEE Directors, and the School Facilitators. These personnel were then responsible for verifying the placement data and making any necessary updates in the SEASWEB system. Stakeholders were provided an opportunity to comment on the targets for FFY 2012 before both the February 15, 2013 initial submission and the May 17, 2013 clarifications submission.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	<i>New baselines were established: Indicator 6A: 71.92% Indicator 6B: 0.77%</i>
2012 (2012-2013)	Indicator 6A: Maintain Baseline (71.952%) Indicator 6B: Maintain Baseline (0.757%)

**Improvement Activities/Timelines/Resources (through 2012):**

Improvement Activities	Timeline	Resources
<p>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.</p>	<p>On-going</p>	<p>PRDE Special Education Personnel  APNI SERRC and DAC</p>
<p>2. Continue monitoring the implementation of the interagency agreements with Part C for a smooth transition process of preschools that exit Early Intervention Services and are eligible to Part B Services.</p>	<p>Annually</p>	<p>PRDE Special Education Personnel  With the Department of Health Personnel</p>
<p>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.</p>	<p>On-going</p>	<p>PRDE Special Education Personnel  Early Head Start and Head Start Programs Personnel</p>
<p>4. Updating and disseminating information of pre-school services</p>	<p>On-going</p>	<p>PRDE Special Education Personnel</p>
<p>5. Revise the Pre-school Memorandum, which establishes the activities to be held in order to guarantee a smooth transition process and the criteria for the eligibility.</p>	<p>Annually</p>	<p>PRDE Special Education Coordinator and other personnel as necessary</p>

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

### 2011 Overview of the Annual Performance Report Development:

#### Monitoring Priority: FAPE in the LRE

#### Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

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

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

#### Measurement:

Outcomes:

- 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.

Progress categories for A, B and C:

- 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 =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Measurable and Rigorous Target and Actual Target Data for FFY 2011:**

Targets and Actual Data for Preschool Children Exiting in FFY 2011 (2011-2012)

Summary Statements	Target FFY 2011 (% of children)	Actual FFY 2011 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
11. Of those children who entered or exited the program below are expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	95.1%	87.6%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	56.8%	60.6%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
11. Of those children who entered or exited the <b>Program</b> below are expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	90.3%	88.9%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	49.4%	58.0%

<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the Program below are expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	96%	90.8%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	77%	71.5%

**Progress Data for Preschool Children FFY 2011**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	45	2.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	169	9.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	512	27.8%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,005	54.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	110	6.0%
<b>Total</b>	<b>N= 1,841</b>	<b>100%</b>
<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	45	2.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	147	8.0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	581	31.6%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	960	52.1%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	108	5.9%
<b>Total</b>	<b>N=1,841</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	38	2.0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	107	5.8%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	379	20.6%

d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,045	56.8%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	272	14.8%
<b>Total</b>	<b>N=1,841</b>	<b>100%</b>

**Overview of Issue/Description of System or Process:**

As discussed in Puerto Rico’s SPP, all children ages 3 through 5, upon receiving special education services for the first time, are included in the data collection process for Indicator 7. This process begins by completing the *Resumen de Resultados de la Intervención con el Niño (a) Preescolar* (a translation of ECO’s COSF). When the child exits preschool services, after having received services for more than six months, exit data is gathered using the same document (again, the *Resumen de Resultados de la Intervención con el Niño(a) Preescolar*) to determine the child’s outcomes in accordance with this indicator’s measurement.

To improve the data collection process for this indicator, SAEE provided each CSEE with the list of students with disabilities who exited the preschool program during FFY 2011, from its special education information system database. The CSEEs then validated their lists and gathered the required information for the exiting students for submission to SAEE Central Level.

The CSEEs were responsible for submitting the summary forms for their students to the SAEE Central Level, where the data was tabulated and analyzed by staff in the SAEE Technical Assistance (TA) Unit. Because PRDE uses the ECO COSF, the criteria for defining ‘comparable to same-aged peers’ has been defined as a child who has been assigned a core of 6 or 7 on the survey.

**Actual Target Data Discussion for (FFY 2011): A. Positive social-emotional skills (including social relationships)**

*Summary Statement 1:* During FFY 2011, 87.6% of those children who entered or exited the program below age expectations in positive socio-emotional skills (including social relationships) substantially increased their rate of growth in positive socio-emotional skills by the time they exited. The FFY 2011 data reflects slippage as compared to FFY 2010 (90.5%) (a decrease of 2.9 percentage points), but an increase of 1.5% as compared to FFY 2009 data (86.1%). PRDE did not meet the FFY 2011 target (95.1%).

*Summary Statement 2:* During FFY 2011, 60.6% of children who were functioning within age expectations in positive social-emotional skills by the time they exited. The State exceeded its FFY 2011 target (56.8%) but showed slippage (-1.92 percentage points) compared to the FFY 2010 data (62.52%).

**B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)**

*Summary Statement 1:* During FFY 2011, 88.9% of those children who entered or exited the program below age expectations in acquiring and using knowledge and skills substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited. Data compared to FFY 2010 (87.97%) showed progress (an increase of 0.93 percentage points) but just missed the FFY 2011 target (90.3%).

*Summary Statement 2:* During FFY 2011, 58.0% of children were functioning within age expectations in acquiring and using knowledge and skills by the time they exited. The State exceeded its FFY 2011 target (49.4%) and remained consistent with FFY 2010 data (58.14%) (a slight decrease of 0.14 percentage points).

**C. Use of appropriate behaviors to meet their needs**

*Summary Statement 1:* During FFY 2011, 90.8% of those children who entered or exited the program below age expectations in taking appropriate action to meet needs substantially increased their rate of growth taking appropriate action to meet needs by the time they exited. Data compared to FFY 2010 (92.99%) showed slippage (a decrease of 2.19 percentage points), missing the FFY 2011 target (96%).

*Summary Statement 2:* During FFY 2011, 71.5% of children were functioning within age expectations in taking appropriate action to meet needs by the time they exited. Data compared to FFY 2010 (73.37%) reflected slippage (in a decrease of 1.87 percentage points) and missed the FFY 2011 target (77%).

**Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

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

Improvement Activities	Discussion
<p>1. Develop and implement strategies (memos, follow up calls, on site visits) to increase students matching between Special Education Information System(SEASWEB) of exited students and the Outcomes Summary Format Results received from preschool children as exiting preschool services</p>	<p>PRDE' continues periodical meetings with Part C to ensure the implementation with the Part Agreement and also to increase students matching between Part C to Part B.</p>
<p>2. Develop and implement guidelines to verify data collection and data entry.</p>	<p>As reported in previous APRs, PRDE created a guide based on its written instructions for the collection and submission of data related to Indicator 7. The guide, <i>Guía para la Entrada de los Datos y Verificación de la Recolección en los Resultados de la Intervención del Niño Pre-escolar</i>, was released in March 2011. Continuous trainings have been provided as need.</p>
<p>3. Develop and implement a Procedures Manual to implement the pre-school outcomes.</p>	<p>The Procedures Manual (<i>Guía de Procedimiento</i>), as discussed in the FFY 2010 APR, was issued and implemented in December2010. Additionally, orientation meetings were held regarding the document.</p>
<p>4. Revise and disseminate the Outcomes Summary Format in order to incorporate recommendations and redesign its content to make it more users friendly.</p>	<p>In November and December2010, PRDE reviewed and revised the form for collecting the data for Indicator 7. The modifications were based on addressing recommendations and experiences from collecting the data the prior year.</p> <p>It was determined that no further revisions were needed in 2011-2012.</p>

Improvement Activities	Discussion
5. Develop routine and annual training and technical assistance regarding data collection for this indicator to preschool teachers and other relevant personnel.	Training and technical assistance were provided in order to collect data from this Indicator. After receiving indicator data were reviewed to ensure that they were valid and reliable.
6. Provide training, materials, and technical assistance to preschool teachers and other relevant personnel regarding intervention strategies and models to provide quality preschool services.	Orientations were provided to pre-school personnel on improving results of preschool interventions and to train new personnel.  From the 2010 needs study which identified specialized materials and items to enhance educational settings for students with disabilities, including self-contained classrooms and classrooms that focus work on children with autism. Various pre-school and autism classrooms received new equipment that made the classroom more appropriate for the student's needs.

**Revisions, with Justification. To Proposed Targets / improvement Activities / Timelines / Resources for 2012**

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

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.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	89.9%

Actual Target Data for FFY 2011: 88%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Review of Process

For FFY 2011, PRDE continued with the same process for collection of data for Indicator 8 as described in its SPP submitted February 1, 2010. Therein, PRDE explained that it was using the *Inventario para Padres de Estudiantes que Reciben Servicios de Educación Especial*, a Spanish translation based on the National Center for Special Education Accountability and Monitoring's Parent Survey—Special Education (versión 2). This survey was translated, adapted and used to measure parent involvement in their children's special education services for use in 2005-2006. For 2006- 2007, some grammatical changes were made to the versión used in 2005-2006 but no substantive changes were made. Since that time, no changes have been made to the survey. All questions, substantive areas, and information requested remain the same as approved by OSEP.

The parent inventory addresses three means for facilitating parental involvement: (i) schools as facilitator of the process, (ii) the teachers as facilitators, and (iii) a third scale related to the general view of the special education program. Parents who answered "bastante" or "mucho" (numbers 4 and number 5 on a 1 to 5 scale) on questions regarding parental involvement were counted as reporting that schools facilitated parent involvement as a means of improving services and results of children with disabilities.

FFY 2011 Simple

A random selection of parents was used for survey administration. As PRDE's special education population for FFY 2011 was 129,314 the sample size would need to be at least 383 parents of students receiving special education services for 2011-2012.

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

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

Where:

s = required sample size

X<sup>2</sup> = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = population size

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

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

Accordingly, with a universe/population size (N) of 129,314:

$$s = \frac{(3.841) (129,314) (.50)(1-.50)}{(.05)^2 (129,314-1) + (3.841) (.50) (1-.50)}$$

$$\frac{(248,347.53) (.50)}{(.0025) (129,313) + .96025}$$

$$\frac{124,173.76}{323.2825 + .96025}$$

$$\frac{124,173.76}{324.2427}$$

382.96 s =383  
parents

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

The parents of a total of 383 students with disabilities were selected by the sampling method to receive the inventory. A total of 285 of the 383 parents selected for the sample completed and returned inventories. This constitutes a 74% participation rate of the sample group. This survey depends absolutely on parent responses.

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

Survey Results for FFY 2011

A total of 251 of the 285 completed surveys reported that schools facilitated parental involvement as a means to improving services and outcomes for their children with disabilities. This represents 88% of the respondent parents (251/285 x 100).

<b>Data Year</b>	<b>(1) # respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities</b>	<b>(2) # of respondent parents of children with disabilities</b>	<b>[(1)/(2)] X 100 = Percent</b>
<b>2011-2012</b>	251	285	88%

PRDE did not meet the target of 89.9 percent for FFY 2009, 2010 and 2011. PRDE was one target of 88 percent for 2011. This are increment of 6 percent. PRDE did, however, see a 3% improvement in this Indicator for FFY 2009, up from 82% in FFY 2008 and 2010 to 85% in FFY 2009.

**Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

Activities proposed for this year were held as established for Indicator 8. The table below summarizes improvement activities carried out during FFY 2012.

<b>Activity</b>	<b>Discussion of Improvement Activities Completed</b>
1. Revise and modify the survey	As discussed above, PRDE employed the same survey document previously approved by OSEP last year. The survey document was reviewed, and it was determined that no changes were required this year.
2. Increase parental responses to the survey	<p>PRDE implemented many activities and efforts in attempt to increase the parental responses to participation in the survey. PRDE central level staff worked directly with general supervisors who share the responsibility of informing selected parents of the survey and following up to ensure the surveys were received and returned. Parents have the option to return the completed surveys by mail or through the schools. For the FFY 2011 survey, PRDE extended the due date for the survey in an attempt to receive more surveys.</p> <p>The percentage of parents who responded to the survey increase of 66 percent (2010) to 74 percent this year, as compared to FFY 2010. However, participation for FFY 2009 (57%), was higher in FFY 2009 (66%), as compared to years prior to FFY 2008. As discussed in the FFY 2008 APR, PRDE saw a significant increase in participation with the FFY 2008 survey.</p>

Activity	Discussion of improvement Activities Completed
3. Disseminate the results of the parent survey to regions and central level and other interested parties.	The results of the survey were disseminated through the general education supervisors who have the responsibility to keep the district supervisors, the school directors, and teachers informed. Several meetings addressing the parent survey were conducted through the regions. Agendas for these meetings included time for discussion of survey results, recommendations for improvement with this indicator, and some recommended activities to foster parent involvement.
4. Training and technical assistance to school and district personnel on facilitating parental involvement	As discussed above, PRDE included training and technical assistance along with its dissemination of the survey results to school and district personnel.
5. Foster joint parent/teacher trainings	<p>PRDE has worked to ensure there are plenty of opportunities for parents to be involved not only in mandatory activities such as IEP revisions and other procedures but also to learn more from SAEE, learn new information, and collaborate and truly feel as fully participating and collaborating partners. In addition to OSEP requirements for parental participation, the State Legal Case of Rosa Lydia Vélez requests evidence of these efforts as well. Parents are invited to participate and to collaborate. Their perspectives are very much appreciated from PRDE as PRDE recognizes the value of parents' perspectives and the importance of their participation. The following are examples of joint parent/teacher trainings during FFY 2011.</p> <p>The SAEE and the Secretary of Education worked in various activities in coordination with the Parents of the Comité Timón, the <i>Comité Consultivo de Educación Especial</i>, Comité of Secretary of Education, Alianza de Autismo and the National Association of Deaf-Blind Families. For example, they've participated of the disseminated the services, the selection and trainings of Special Education School Facilitators in the schools.</p> <p>In collaboration with APNI (Asociación de Padres con Niños con Impedimentos), PRDE sponsored two annual island wide activities that are joint parent/teacher trainings. Each year a different topic is covered in those meetings and a large amount of parents and teachers participate in and benefit from this activity. During this FFY 2011, was held at the Caribe Hilton Hotel in San Juan, Puerto Rico and was called "Optando por la inclusión: esfuerzo Colaborativo entre la familia, la escuela y la comunidad" (Opting for inclusión: collaborative effort between family, school and community).</p> <p>Evaluations conducted and commentaries from the parents reflected parent's satisfaction and willingness to support these kinds of efforts. As such, PRDE plans to continue with such activities and joint trainings.</p>
6. Monitor the implementation of the established procedures for fostering parent involvement.	During FFY 2011, PRDE continued the use of a district self-assessment instrument as a means of PRDE's monitoring the implementation of the established PRDE procedures and policies. The theme of parent involvement is included in the monitoring.

Activity	Discussion of Improvement Activities Completed
7. Administer the survey, collect data and measure progress on parent involvement	<p>Completed for FFY 2011.</p> <p>For FFY 2011, PRDE decided to adjust the timing of the survey administrator, collection, analysis, etc. As soon as the official child count data is submitted, the process of defining and selecting the sample begins (March, 2012). PRDE began distributing the survey in April, 2012 and aimed to complete administrator of the survey by May, 2012. As referenced above, however, PRDE decided, on one occasions, to extend the deadline for submission of the parent surveys as an effort to increase participation.</p> <p>PRDE aims to have the parent surveys complete and be ready to share results by the month of August, 2012. August is PRDE's back-to-school month, and many meetings and trainings take place during the first days of school. This is a good opportunity for disseminating the information to schools and to reinforce through recommended activities the importance of parent and teacher collaboration.</p>

**Revisions, with Justificaron, to Proposed Targets / improvement Activities / Timelines / Resources for FFY 2011**

PRDE plans to continue with its currently state Improvement Activities. No revisions are being sought at this time for proposed targets either.

**Part B State Annual Performance Report (APR) for FFY 2011**

**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."

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d) (3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2010 reporting period, i.e., after June 30, 2011. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
<i>FFY 2011 2011-2012</i>	N/A

**Actual Target Data for FFY 2011:**

As discussed in the SPP and reinforced by OSEP's Puerto Rico Part B SPP/APR Response Table, this indicator does not apply to Puerto Rico.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

N/A (see above).

**Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

N/A (see above).

**Part B State Annual Performance Report (APR) for FFY 2011**

**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."

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate Identification as required by §§300.600(d) (3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate Identification, even if the determination of inappropriate Identification was made after the end of the FFY 2010, i.e., after June 30, 2011. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
<i>FFY 2011 2011-2012</i>	N/A

**Actual Target Data for FFY 2011:**

As discussed in the SPP and reinforced by OSEP's Puerto Rico Part B SPP/APR Response Table, this indicator does not apply to Puerto Rico.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

N/A (see above).

**Revisions, with Justification. To Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

N/A (see above).

**Part B State Annual Performance Report (APR) for FFY 2011**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

FFY	Measurable and Rigorous Target
2011 (2011-2012)	100%

**Actual Target Data for FFY 2011:** 89.2% for timely evaluation (30 days).

Evaluations conducted within 30 days

Date Year	a. # of children with parental consent to evaluate	b. # of evaluations held within 30 days	% evaluations held within PR timeline (b/a)
2011-2012	22,650	20,204	89.2%

\*A total of 22,965 children with parental consent to evaluate were initially received, however 315 students exited the registration process prior to receiving their initial evaluations.

**Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

As noted in Puerto Rico’s SPP, PRDE faces State timelines shorter than the federal requirements due to the RLV court case sentence which mandates compliance of 30 days for initial evaluations. Because of these State established timelines; Puerto Rico reports its actual target data for this indicator using its timeline of 30 days.

During FFY 2011, a total of 22,650 students were referred for and had parental consent to evaluate. Of that number, 20,204, which represents 89.2% of all students referred for initial evaluation with parental consent, received a timely initial evaluation (i.e., within 30 days). As such, PRDE did not meet the mandatory 100% target. While the data reflects minor slippage as compared to FFY 2010 (a decrease of 2.3 percentage points) PRDE saw significant increase in the number of children with parental consent to evaluate for FFY 2011. This year the number of students requiring initial evaluation increased by 4,791 students as compared to FFY 2010. PRDE was able to maintain a high level of compliance with its 30-day evaluation timeline despite this increase in its initiation evaluation caseload.

FFY 2011 Data Re: Those Children Referred but Not Evaluated within Timeline

The following charts report the range of days beyond the timeline when eligibility was determined as requested by OSEP.

<b>Total # of children with parental consent to evaluate</b>	<b>Eval. within 30 days or less</b>	<b>Eval. within 60 days</b>	<b>Eval. within 90 days</b>	<b>Eval. within 120 days</b>	<b>Eval., possibly in more than 120 days</b>
22,650	20,204 <b>89.2%</b>	1,641 <b>7.3%</b>	408 <b>1.8%</b>	186 <b>.8%</b>	211 <b>0.9%</b>

As reflected above, PRDE completed 96.5% of FFY 2011 initial evaluations within 60 days.

One major change for FFY 2011 was PRDE’s efforts to move the evaluation and determination process closer to students by shifting the primary responsibility for arranging and carrying out initial evaluations from the CSEEs to the schools. PRDE’s 1,294 School Facilitators, who were hired during FFY 2010, played a key role in this transition. They have served as the primary point of contact and process initiator in a variety of activities. The School Facilitators receive training in the following areas: child find, registration, evaluation, eligibility determination, IEP, placement, transportation services, related services, assistive technology, IDEA program requirements, and use of information systems. In order to aid in providing a more expeditious processing and addressing of the needs of the population the special education program serves, PRDE provided a significant number of technological tools to the School Facilitators.

During FFY 2011, PRDE continued with its updated system for scheduling initial evaluation appointments, which has aided PRDE in its efforts to ensure initial evaluations to those students identified as potential participants of special education services are promptly scheduled and held timely. This system, which maintains an individual electronic data bank of available appointments including the date/time by service provider, records the appointment made for the student’s evaluation using the student Identification number. This allows for proper Identification and tracking of appointments made, as well as follow-up for reports on initial evaluations pending from service providers, improving PRDE’s Controls over ensuring compliance with the 30-day timeline. This system is used at the Service Centers and is also another tool that the School Facilitators uses to request and follow-up on initial evaluations of students attending their schools.

As an established procedure that has been in place since 2007-2008, PRDE continues to require contractors providing initial evaluations to present a report which includes: evaluations conducted and services provided, student dismissals, parental requests to transfer their services from one Corporation to another, and referrals not attended. PRDE has continued the policy by which corporations are issued monetary sanctions when there is a delay of more than 10 days between the evaluation and submission of the evaluation report to the Service Center. Additionally, the SAEI Monitoring and Compliance Unit monitors compliance with these Items. These requirements were included in the contracts signed by Service providers and have contributed to the provision of timely services for PRDE.

During FFY 2011, PRDE maintained a taskforce to assist with data validation and overall support at CSEEs facing the significant challenges with compliance indicators, including Indicator 11. PRDE identified the CSEEs in need of support by regularly generating and analyzing monthly data reports for performance at each of the CSEEs (see discussion of Improvement Activity #4 in the activities chart for more information regarding the monthly report efforts). Members of the taskforce have provided on-site support at those CSEEs to assist with the file reviews. The activities performed by the taskforce have included both technical assistance and training to information system staff to improve their performance in reviewing data, validation, and entering information into the system. On-site assistance included a thorough review of files on follow-up visits to the CSEEs, school districts and schools, to verify that all the information of initial evaluation was updated in the information system database. For students who had received their initial evaluations, the supporting documentation was added to the CSEE file and updated accordingly in the database. For students who had not yet received an initial evaluation, evaluation appointments were made immediately.

#### Correction of Noncompliance Reflected in the FFY 2010 APR

PRDE notes that in its FFY 2010 APR, PRDE reported that all initial evaluation requests for FFY 2010 had been verified as completed, even if beyond the 30 day timeline. By the time of the FFY 2010 APR submission. As such, there is no outstanding noncompliance from FFY 2010 for which PRDE had not already reported upon which reporting would be required for Indicator 11. Nonetheless, For consistency in format of reporting as compared to past years, PRDE herein includes a description of the correction of noncompliance reflected in the FFY 2010 APR under Indicator 11.<sup>4</sup>

PRDE has verified the timely correction of 100% of incidents of noncompliance connected to Indicator 11 in the FFY 2010 APR. PRDE has ensured that 100% of students with parental consent to receive initial evaluations during FFY 2010 were evaluated. Below, PRDE provides a table of APR data for Indicator 11 from the FFY 2010 APR clarification submission as a point of reference. The data from this submission was extrapolated to reflect how many initial evaluations were not completed within 30 days and which PRDE needed to verify had been completed.

---

<sup>4</sup> Although Puerto Rico is reporting FFY 2010 data that were less than 100%. No findings of noncompliance were issued in FFY 2010 for an appropriate reason. Purina the second semester of FFY 2009, PRDE SAEI's Monitoring and Compliance Unit (MCU) conducted monitoring visits to all 9 of Puerto Rico's CSEEs. The MCU issued findings of noncompliance regarding Indicator 11 to all nine of the CSEEs. Because these findings were issued in late FFY 2009. The findings remained open. And within the one year timeline for correction. At the start of FFY 2010. As such, The MCU continued monitoring compliance with Indicator 11 requirements as part of its efforts to verify the correction of noncompliance in accordance with OSEP Memo 09-02. PRDE discussed this issue with OSEP and verified that it would be neither necessary nor appropriate to issue a new finding in a given area against an entity while such entity had an open finding (i.e., a finding pending verification of correction) in the same area. These FFY 2009 findings were included in PRDE's B-15 table of its FFY 2010 APR submission. Which reflects the timely correction of noncompliance due during FFY 2010 (i.e., timely correction of funding identified during FFY 2009V and are discussed further in PRDE's Supplemental Report submitted with this FFY 2011 APR submission.

<i>APR Indicator 11</i>	a. Total # of	b. Timely	Percent of timely
<i>Data</i>	children with	evaluated (within	(within 30 days)
	parental consent to evaluate	30 days)	evaluation (b/a)
FFY 2010 (2010-	17.859	16.434	92.02%
201H			

PRDE has assured the timely correction of non-compliance. i.e... Has assured the outstanding evaluations have been completed. As reflected by the below table.

<i>Correction of</i>	c. Total # of	d. Total # of	e. Total # of	f. Total # of	Percent of
<i>Non-compliance</i>	children with	children with	children with	children in	children with
<i>Data</i>	parental consent to evaluate that did not	parental consent to evaluate that received	parental consent to evaluate that were	'e' that PRDE has verified have	parental consent to evaluate that did not
	receive timely (within 30 days) evaluations	evaluations after 30 days (as reported in the FFY	remaining to be verified as evaluated at the time of the	received their initial evaluation or otherwise	receive timely (within 30 days) evaluations
	(a-b)	2010 APR)	FFY 2010 APR clarification submission (c-d)	exited the system	that have since received initial evaluations ((d+f)/c)
FFY 2010 (2010-2011)	1,425	1,425	0	N/A	100%

In assuring verification of correction of noncompliance reflected in the FFY 2010 APR. PRDE's work has been consistent with the OSEP 09-02 Memorandum. PRDE conducted a review of updated data to determine proper implementation of 34 CFR 300.301 (c) (1) and has completed the evaluation. Although late, for any child whose initial evaluation was not timely? Unless the child is no longer within the jurisdiction of the Commonwealth of Puerto Rico, consistent with OSEP Memorandum 09-02. The verification of correction of noncompliance was timely. i.e... Within one year of identification.

#### Updated Data

The FFY 2012 Special Conditions require PRDE to report on updated data for the period from July 1, 2012 through December 31, 2012 with the FFY 2011 APR. Accordingly, PRDE has included this updated data in its APR Supplemental Report, submitted simultaneously with this FFY 2011 APR.

#### Improvement Activities Table

The table below summarizes improvement activities carried out during FFY 2011.

ACTIVITY	Discussion of Progress of activities completed
1. Implement the eligibility determination pilot in the remaining Service Centers.	The eligibility determination project has completed its pilot implementation stages; the practice is on-going. The eligibility determination pilot program, conceived in 2006-2007, has been implemented in all CSEEs island wide. The Determination of Eligibility Unit is in place at all Service Centers. The teams are responsible for initial evaluation coordination and analysis, including eligibility determination through to IEP meeting coordination with the student's school. This includes providing orientation to parents who come to the CSEEs to register their student for special education. For more information, see discussions under Indicator 11 in prior APR submissions.
2. Evaluated options and develop guidelines for dealing with parents who miss their appointments	As previously reported, PRDE adopted and has in place a procedure related to repeated failure to attend scheduled appointments for evaluations. PRDE's procedure eliminates students from registration list (i.e., the list of students awaiting initial evaluation) when parents have failed to bring their student to a scheduled evaluation appointment three consecutive times. This procedure was adopted in accordance with 34 CFR 300.301 (d). Parents are informed of this procedure, and specifically that repeated failure to attend can result in exiting student from registration process, during the orientation they receive upon registering their student to receive special education services. PRDE has trained CSEE personnel and the School Facilitators regarding the registration process and the importance of the orienting parents on the importance of attending the initial evaluation and the result of failing to miss three consecutive appointments under this procedure.
Keep up working to implement the alert system in SEASWEB	During FFY 2011, PRDE implemented a SEASWEB alert system, which sends an automatic email to the staff assigned to the student before the expiration of the terms of evaluations, reevaluations, IEP, placement, and eligibility determination as well as the approaching the third birthday of children included in Indicator 12.
4. Use the information system to generate monthly report or the cases registered for better monitoring compliance	PRDE will continue with this activity. The Central Level generates monthly data reports for each Service Center during the first week of each month. These monthly data reports include information on performance under Indicator 11. The reports are retrieved from the system in order to monitor and provide technical assistance and support as needed. As a result of analyzing these monthly reports, PRDE established a task force to provide additional support to CSEEs for which the monthly reports reflected greater compliance challenges. More information regarding this task force is discussed above. Also another support is given by the School Facilitators at the school level.
5. Implement a new protocol for Eligibility Determination as proposed.	This is an ongoing activity. During FFY 2011, PRDE continued using the Eligibility Determination protocol that has been in place at the CSEEs.
6. Coordinate with P.R. P.T.A. (APNI) for parents orientation on procedures and timelines for services provision (B11.B12)	This is an ongoing activity. PRDE held quarterly meetings with the APNI personnel where focus was placed on the process of identifying students referred from Part C to Part B. Additionally, PRDE held individual meetings with APNI personnel specific to cases at the CSEE at which they were posted. Meetings addressed the importance of APNI personnel in the registration and

ACTIVITY	Discussion of Progress of activities completed
	Eligibility determination processes as well as the constant entry and update of data in SEASWEB.

**Revisions with Justification to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

PRDE is not proposing any revisions to its proposed targets, improvement activities timelines, or resources for this indicator at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

**Part B State Annual Performance Report (APR) for FFY 2011  
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 Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was 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 or whom exceptions under 34 CFR §300.301 (d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

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

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

FFY	Measurable and Rigorous Target
FFY 2010 2011-2012	100%

**Actual Target Data for FFY 2011:** 91.2%

PRDE conducted island-wide data collection and several validation activities 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.