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DEPARTAMENTO DE EDUCACIÓN



Part B State Annual Performance Report FFY 2012

PUERTO RICO

February 3, 2014

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INTRODUCTION

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

Equally, PRDE SAEE oversees a total of ten *Centros de Servicio de Educación Especial*, Special Education Service Centers, (‘CSEEs’ by the Spanish acronym). The CSEEs are located in Arecibo, Bayamón, Caguas, Fajardo, 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 services provided in the CSEEs start with registration, parent consent to evaluation, evaluations (Indicator 11), eligibility determination processes, re-evaluations and coordination of therapy. One of the main responsibilities of the CSEE is that they serve as the liaison for children transitioning from Part C to B including their parents, in their identification form the list of referment, evaluations and providing services. The CSEEs have the Assistive Technology Advisory Committees (‘CAAT’ by its acronym in Spanish) this committee includes the professional experts who have the responsibility of providing the Assistive Technology evaluation.

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

held with the SAEE Central Level personnel who are in charge of Indicators and are the ones responsible to provide direct technical assistance as needed.

To deliver quality information during the Workshops' support is provided from outside contractors and technical assistance providers, as the Southeast Regional Resource Center ('SERRC') and the Data Accountability Center ('DAC'). The technical assistance received from SERRC and DAC during FFY 2012 focused on areas of general supervision, including on-site monitoring, correction of non-compliance, Part C to B transition and Secondary Transition. DAC has provided concentrated efforts working with the Data Unit to assist in establishing written data verification procedures. Puerto Rico's FFY 2012 APR presents the outcomes of hard work and commitment sustained over many years to address several areas of compliance under IDEA.

PRDE SAEE's continues with the improvement activities during FFY 2012 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.

For FFY 2012, 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 Part B State Annual Performance Report for (FFY 2012) indicator 15 (general supervision system), 13 (secondary transition goals).

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

An initiative that was made on FFY 2012 was the creation of a social media page in Facebook with the title: Educacion Especial se transforma "*Special Education is transforming*" were photos have been posted of all the trainings visits to schools, and new initiatives. It is a way for the SAEE to be available to the general public to know what is happening in special education.

Our stakeholder group called "*Comité Consultivo de Educación Especial*" is the committee who is responsible to advice the Department of Education over the needs in the education of children with disabilities and also to provide assistance and feedback over reports to be submitted to the Federal Government. The group is composed of various sectors

personnel such as: APNI, Department of the Family, Vocational Rehabilitation, Department of Health, Special Education Teachers, School Directors, Special Education Parents, SAEE personnel, Specialists such as School Psychologist and Speech Pathologist and others. SAEE personnel, participates continuously in meetings with the special education stakeholders group. On the meetings the APR Indicators have been discussed and the improvement activities in order to receive feedback and recommendations. The stakeholders provide valuable comments as a heterogenic group of experts in special education. Also they have provided suggestion on how to improve the activities discussion for each indicator, how to make the APR a more user friendly document and serve as liaisons for initiatives that benefit special education population and their families. Recommendations provided from the stakeholders were incorporated.

Another effort that the SAEE has undertaken to complete data for various APR indicators is to include and have meetings with the Directors of the PRDE Counselors and Social workers Divisions. In these meetings new strategies of collaboration have been established to acquire data for Indicators 1, 2, 13 and 14 data. SAEE technical assistance personnel and Compliance Unit personnel provided several orientations with the Facilitators from these programs in order for them to better understand the reporting required by OSEP and to use PRDEs personnel and establish a relationship of cooperation between programs.

A new effort that SAEE has undertaken for the creation of new placement for students 16 years and older is various meetings to establish an Interagency Agreement with Job Corps. This is to implement a new placement for students 16 years or older. PRDE agrees on providing a special education teacher, a Social Worker or School Counselor and transportation. When the students finishes their training in Job Corps the will complete their high school diploma and will receive a certification of preparation in a certain field. Job-Corps also helps with post-secondary education and employment opportunities.

Part B State Annual Performance Report (APR) for FFY 2012

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.

(20 U.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 2011 2011-2012¹</i>	67%

Actual Target Data for FFY 2012 APR (FFY 2011 period): 48.1%

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 2012 APR is based on the graduation rate from the 2011-2012 school years.

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 planned to continue to use the transitional graduation rate as described in the approved PRDE Consolidated State Application Accountability Workbook. This rate is an adaptation of the method recommended by the National Center for Education Statistics. The Data was collected from the total of

¹ The period at issue under Indicator 1 for the FFY 2012 APR submission is FFY 2011; accordingly, as advised by OSEP, the appropriate Indicator 1 target for the FFY 2012 APR is that listed for FFY 2011 in Puerto Rico's SPP.

schools, not by student, and included in the state level. An additional aggregation of data at the school level was the collected 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.

Although PRDE is in the process of completing the transition to the three-year adjusted graduation rate for 2011-2012, the PRDE Planning Unit is still in the process of reviewing and validating data and has not yet reported graduation data using the new rate.

Because PRDE has not yet reported using the new graduation rate, and because the CSPR data is not collected by subgroup designations, PRDE used the 618 Exiting data for reporting on this indicator. 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 (“dropped out”). PRDE used this data to establish the baseline and targets. The 2011-2012 data is reported below, along with the actual calculation measurement.

Data for 2011-2012:

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)
2,532	300	53	21	2,359	5,265

Actual Measurement for FFY 2012 Reporting:

B. Graduated with regular high school diploma	Divided by (B + C + D + E + G)	FFY 2011 Actual Target Data
2,532	0.4809	48.1%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Data reviews demonstrate that a total of 2,532 students with disabilities graduated from high school with a regular diploma out of the 5,265 students with disabilities who exited during the 2011-2012 school year, resulting in 48.1% as the actual measurement for Indicator 1. This reflects improvement of 1.4 percentage points from the FFY 2011 APR (46.7%). The

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

Activities	Discussion
<p>1. 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.</p>	<p>PRDE is continuing these efforts. More emphasis has been placed on 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. To evidence these effort the SAEE has been in various meetings to establish an Interagency Agreement with Job Corps to implement a new placement for students 16 years or older. In which the DE will provide a special education teacher, a Social Worker or School Counselor and transportation. When the students finish their training in Job Corps the will complete their high school diploma and will receive a certification of preparation in a certain field. Job-Corps also helps with post-secondary education and employment opportunities.</p> <p>PRDE SAEE participated in a committee of the Governor focused on strengthening interagency coordination to promote services for the special education community including children with disabilities.</p>
<p>2. Maintaining special education support, professional development, technical assistance available to high school teachers and other personnel.</p>	<p>PRDE is continuing these efforts. During FFY 2012, the Technical Assistance (TA) Unit held a series of trainings and technical assistance visits for Special Education District Facilitators regarding the cluster of Indicators 1, 2, 13 and 14 (ass discussed on activities discussion for Indicator 13 and 14). The TA Unit developed these training and technical assistance sessions to address areas of concern.</p> <p>This is a continuous activity.</p>
<p>3. Continue to monitor graduation rates and foster retention in schools.</p>	<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 participation 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 and to obtain a high school</p>

Activities	Discussion
	diploma as a goal.
4. Evaluate Table 4 data collection methods and participate in activities to help ensure reliable data collection; continue data validation activities.	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.
5. Explore and develop activities regarding alternatives for students' school retention and to promote improved graduation rates.	Please also refer to activity #1 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.
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 2013:

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 2012

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.

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

Measurement: States must report a percentage using the number of youth with IEPs (14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

FFY	Measurable and Rigorous Target
FFY 2011 2011-2012 ²	21.75%

Actual Target Data for FFY 2012 APR (FFY 2011 period): 44.81%

In accordance with the Part B Indicator Measurement Table, Indicator 2 should reflect the results of the State’s examination of the data for the year before the reporting year. Accordingly, the data used to calculate the actual measurement for the FFY 2012 APR is based on exiting data from the 2011-2012 school year.

This indicator requires the SEA to report the percent of high school aged youth with IEPs who dropped out of school as compared to all youth who exited high school. In the FFY 2006 APR, Puerto Rico established its baseline and its annual measureable 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.

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

² The period at issue under Indicator 2 for the FFY 2012 APR submission is FFY 2011, accordingly, as advised by OSEP, the appropriate Indicator 2 target for the FFY 2012 APR is that listed for FFY 2011 in Puerto Rico’s SPP.

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”). The 2011-2012 data is reported below, along with the actual measurement calculation.

Data for 2011-2012:

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)
2,532	300	53	21	2,359	5,265

Actual Measurement for FFY 2011 Reporting:

G. Dropped Out	Divided by (B + C + D + E + G)	FFY 2010 Actual Data
2,359	0.44805	44.81%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Data reviews demonstrate that a total of 2,359 students dropped out from high school. Applying the calculation, PRDE’s drop-out rate for 2011-2012 is 44.81%, which represents a slight increase from the 2010-2011 actual data, which reflected a drop-out rate of 43.36%. PRDE missed its FFY 2011 target.

Students’ reasons for exiting the regular diploma program vary from the need to work in search of 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 who qualify as “dropped out” are currently enrolled in the adult education program and CASA program, which are PRDE alternatives to allow students to obtain a diploma that is sufficient to allow them to enroll in universities and/or find jobs. For 2011-2012, the adult education program enrolled approximately 290 students with IEPs who dropped out of school. Also, **135** students were referred to the Management Training for Employers and Future Employees (referred to as *Departamento del Trabajo Secretaria Auxiliar de Adiestramiento y Promoción al Empleo*, SAAPE by its Spanish acronym), a private vocational program contracted by SAE. SAAPE 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, which have an emphasis on the labor market demands. Such categories include, but are not limited to, manufacturing, engineering, construction and services. If this category of students was not included in the definition of “drop outs”, PRDE’s Actual Measurement for this Indicator might substantially improve.

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 of dropping out of school, PRDE refers the student to the private sector for counseling services and other positive intervention initiatives that could help with retention. In addition, 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.x., 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 of PRDE’s seven Regions.
- Learn and Serve of America - is an alternative to provide at-risk students 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 who 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, increasing retention.
- The PRDE Training and School Counseling Program sponsors various projects to strengthen student retention, including³:
 - Proyecto Conoce, Explora, Participa y 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 factors and 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 self-contained classrooms.

³ <http://www.de.gobierno.pr/tags/orientacion-y-consejeria>

- *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 students in kindergarten 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 curriculum model was developed to prevent students from dropping-out of school and is implemented from kindergarten through twelfth grade. This model aims to modify student's knowledge, attitudes, and conduct.
- *Escuela Para Padres* – this is a capacity building opportunity for parents to learn strategies on a variety of themes including study habits, bullying, sexuality, preventing drop-out, and childrearing.

The table below provides additional information regarding improvement activities PRDE has carried out connected to Indicator 2.

Activities	Discussion
1. Increase special education support available to 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.
2. Increase special education support for teachers and other high school personnel.	This is an on-going activity. In FFY 2012, 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, APR results, on-site monitoring visits, and Data System Monitoring.
3. Target in and provide supports to districts that are reporting higher numbers of students dropping out of high schools.	PRDE SAAE is continuing these efforts. PRDE has undertaken efforts regarding preventative activities in order to provide support to school districts with high risk student populations, including the School Counseling

Activities	Discussion
	Program as discussed above.
4. Continue to collect and validate drop out data for IEP students.	<p>PRDE is continuing these efforts. PRDE collects this data based on child counts for the 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.</p> <p>Furthermore, PRDE conducted an additional process where there was communication with the schools to validate the reported data.</p> <p>In FFY 2012, SERRC continued to assist SAEE and the IDEA data manager in order to strengthen capacity regarding the documents and tables required by OSEP for reporting.</p> <p>Also the matching of MiPE and SIS data has been completed. PRDE shared dropout data to be used in the upcoming ESEA graduation rate calculation to be reported by PRDE.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

A. (choose either A.1 or A.2)

A.1 AYP percent = $[(\# \text{ of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size})] \times 100.$

A.2 AMO percent = $[(\# \text{ of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size})] \times 100.$

B. Participation rate percent = $[(\# \text{ of children with IEPs participating in the assessment}) \div (\text{total } \# \text{ of children with IEPs enrolled during the testing window, calculated separately for reading and math})].$ The participation 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 = $[(\# \text{ of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards}) \div (\text{total } \# \text{ of children with IEPs who received a valid score and for whom a proficiency level was assigned, and calculated separately for reading and math})].$ 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 2012 (2012-2013)</i>	<u>INDICATOR 3B:</u> Maintain Baseline (98.73% for Spanish, 98.44% for Math) <u>INDICATOR 3C:</u> Increase to 25.75% for Spanish and 22.25% for Math

Actual Target Data for FFY 2012 (2012-2013):

	Spanish	Math
3B, Participation	<u>98.80%</u>	<u>98.97%</u>
3C, Proficiency	<u>31.73%</u>	<u>24.84%</u>

The publicly reported statewide assessment data for FFY 2012 can be viewed on-line at: <http://www.de.gobierno.pr/plan-de-desempeno-estatal-en-educacion-especial-2005-2012>

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 2012:

Data Year and Examination	a. # of children with IEPs in grades assessed	b. # of children with IEPs in RA with no accomm.	c. # of children with IEPs in RA with accomm.	d. # of children with IEPs in AA against GLAS	e. # of children with IEPs in AA against AAS	Measurement [[(b + c + d + e) / a] x 100]
2012-2013 Spanish Participation	61,884	7,789	51,262	0	2,093	<u>98.80%</u>
2012-2013 Math Participation	61,884	7,805	51,345	0	2,094	<u>98.97%</u>

Actual Target Data and Measurement for Part C, Proficiency, for FFY 2012:

Data Year and Examination	a. # of children with IEPs in grades assessed	b. # of children with IEPs in grades assessed who are proficient or above as measured by the RA with no accomm.	c. # of children with IEPs in grades assessed who are proficient or above as measured by the RA with accomm.	d. # of children with IEPs in grades assessed who are proficient or above as measured by the AA against GLS	e. # of children with IEPs in grades assessed who are proficient or above as measured by the AA against AAS	Measurement [[$(b + c + d + e) / a$] x 100]
2012-2013, Spanish Proficiency	61,884	2,553	16,434	0	648	<u>31.73%</u>
2012-2013, Math Proficiency	61,884	1,975	12,684	0	711	<u>24.84%</u>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

PRDE administered its regular and alternate assessment island wide for the 2012-2013 school years during April 19-25, 2013. The tests are known as the Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA) and the Pruebas Puertorriqueñas de Evaluación Alternativa (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.

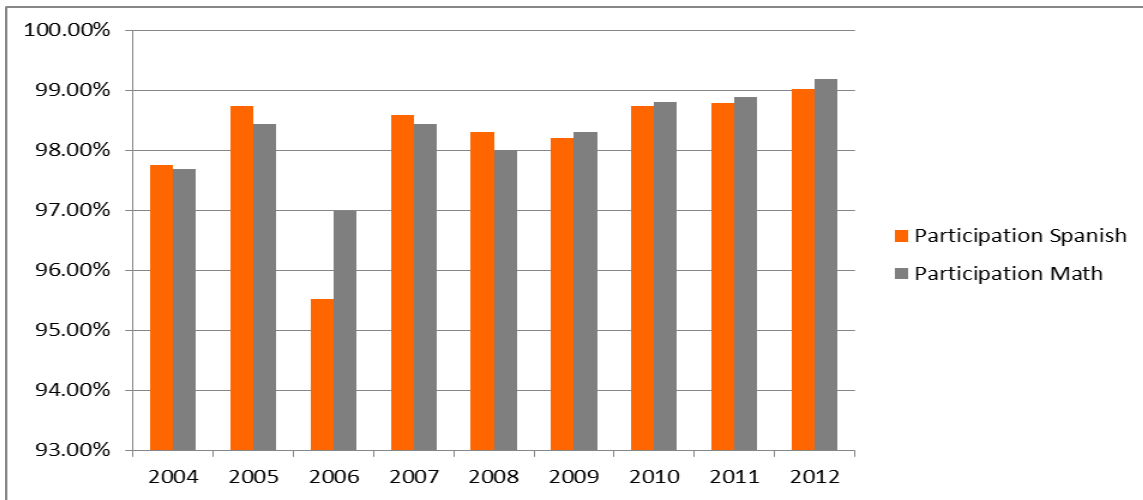
PRDE revised its content standards and grade level expectations during the 2007-2008 school year. The learning expectations were rigorous and clearly defined for each grade. The PPAA and PPEA were revised for the 2008-2009 assessment administration and were aligned to the 2007-2008 content standards 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 administration, 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:

- 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.
- 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.

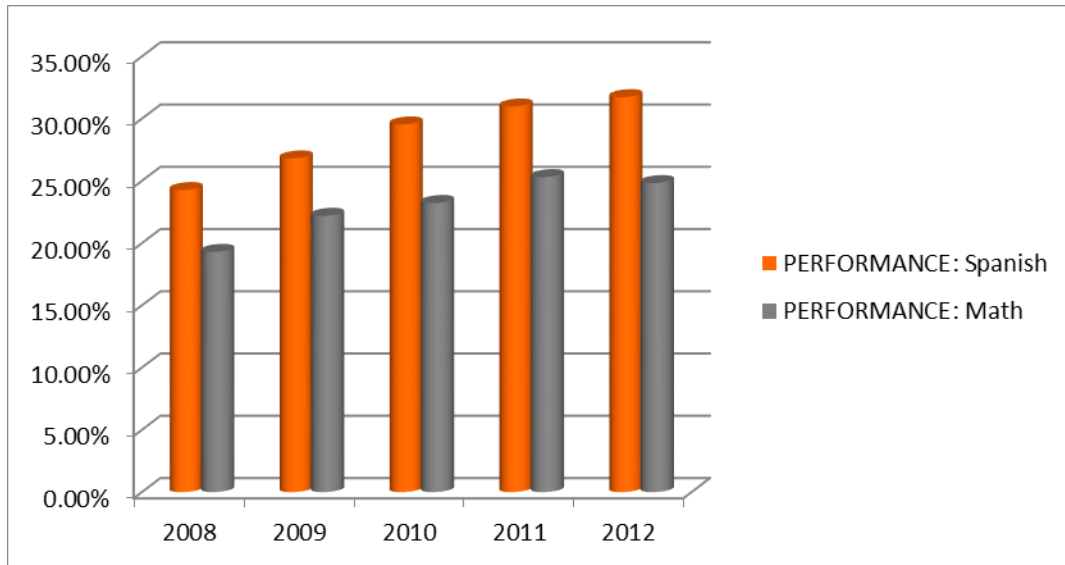
PRDE met its FFY 2012 participation targets and demonstrated increased participation compared to last year. Actual percentages are shown in the following table. As reflected therein, the data for 2012-2013 assessments demonstrates slight increases in participation for both Spanish (0.01%) and Math (0.08%) as compared to the FFY 2011 assessment.

COMPARISON OF FFY 2011 PARTICIPATION ACTUAL DATA TO PRIOR YEARS									
Subject	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
PARTICIPATION: Spanish	97.76%	98.73%	95.52%	98.59 %	98.30 %	98.20%	98.73%	98.79 %	98.80 %
PARTICIPATION: Math	97.69%	98.44%	96.99%	98.43 %	98.01 %	98.31%	98.81%	98.89 %	98.97 %



PRDE also met its FFY 2012 proficiency targets. PRDE exceeded its Spanish proficiency target (25.75%) by 5.98% and its Math proficiency target (22.25%) by 2.59%. The FFY 2012 proficiency results are similar to the FFY 2011 proficiency results. As reflected in the table below, compared to FFY 2011, this reflects slight improvement in Spanish proficiency results of 0.75% and slight slippage in Math proficiency results of 0.47% in Math.

COMPARISON OF FFY 2012 PERFORMANCE TO PRIOR YEARS SINCE REVISING THE BASELINE					
Subject	FFY 2008 (Baseline)	FFY 2009	FFY 2010	FFY 2011	FFY 2012
PERFORMANCE: Spanish	24.27%	26.81%	29.54%	30.98%	31.73%
PERFORMANCE: Math	19.30%	22.20%	23.23%	25.31%	24.84%



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, 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.⁴ Follow-up trainings on the use of accommodations for students with disabilities were also provided at the regional and district level.

During the month of September the SAEE participated, as every year, in the committee responsible for handling AYP appeals. This participation was important as it allowed SAEE to explain the educational needs of our program to assure that reasonable accommodations were implemented correctly and to ensure correct computing of 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 2012. 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 undertaken during 2012- 2013:

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	The technical assistance and professional

⁴ 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'

education teachers on the use of accommodations for students with disabilities.	development for teachers included the use of accommodations for students with disabilities. PRDE will continue with this effort.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

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 for 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 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) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	0.001%

Actual Target Data for FFY 2012: 0.006%

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 2012 APR comes from discipline data for 2011-2012.

For 2011-2012, 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%** (8/130,212) of the total students with IEPs based on the 2011-2012 child count report. PRDE did not meet its target of .001% for this indicator.

SAEE collected data for Indicator 4 using the data system for special education, MiPE, to collect the suspension rate of students with IEPs. On April 23, 2013 the IDEA Data Manager sent a memo with the data collection and validation process work plan, which required each school to submit data to their corresponding Regional CSEE who were responsible for entering the data. This work plan is established to ensure a timely process for collecting and validating data and includes specific due dates for the entry of information into MiPE. The District Facilitators were designated as the official liaisons to the District Superintendents and School Facilitators at the school level.

PRDE's IDEA Data Manager analyzes and validates the reports ensuring all schools submitted the necessary data to complete the discipline report. Then the Data Manager submits the files to the PRDE Ed Facts Coordinator from the Planning Unit. The Island-wide report is then completed and submitted as part of the Section 618 data – Table 5, 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 or Slippage that occurred for FFY 2012:

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

In an effort to ensure discipline data collected for Table 5 is valid and reliable, PRDE SAEE every year issues a Memo to personnel regarding data collection and entry for this indicator. This memo, which is mentioned above, lays out important definitions such as disciplinary measures, behavior, and behavioral actions, in accordance with IDEA. The letter includes the instructions for collecting suspension data and a guide and glossary with definitions for key terms such as suspension and disciplinary measures.

The following table describes the improvement activities and their discussion for FFY 2012:

Activity	Discussion
1. Personnel training for the use of the manual for positive behavior supports and functional behavior analysis	This is an on-going activity. PRDE provides training on a variety of topics to special education teachers and facilitators including disciplinary procedures for special education students, functional behavior analysis, and behavioral intervention plans.
2. Continue to support regular and education teachers in the use of best practices for discipline procedures.	As discussed above, the Technical Assistance Unit provides trainings throughout the whole school year for general and special education teachers, School Directors, and Facilitators. The District Facilitators for Special Education provide follow-up regarding discipline procedures, including the review of IEPs and the use of procedural safeguards regarding behavior interventions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines Resources for FFY 2013:

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 2012

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
FFY 2012 (2012-2013)	<u>Indicator 5A:</u> 76% <u>Indicator 5B:</u> 13.6% <u>Indicator 5C:</u> 1.27%

Actual Target Data for FFY 2012: A) 77.84 %; B) 5.76 %; C) 3.62 %

PRDE collects data on students' placements for the 618 data submission from the MiPE 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 2012 actual target data reflected above.

a. Total Child Count	b. IEP students served inside the regular class 80% or more of the day		c. IEP students served inside the regular class less than 40% of the day		d. IEP students served in separate schools, residential facilities, or homebound/hospital placements	
	#	%(b/a)	#	%(c/a)	#	%(d/a)
116,936	91,021	77.84 %	6,732	5.76%	4,235	3.62%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

PRDE met its FFY 2012 targets for 5A and 5B, but not 5C of this indicator. As compared to FFY 2011 data, PRDE showed improvement with parts 5A and 5B, but not for 5C, of this indicator. For indicator 5A, actual data increased by 0.24 percentage points and PRDE exceeded the target by 1.84 percentage points. As for indicator 5B, PRDE improved actual data by nearly two percentage points and exceeded the target by nearly eight percentage points. Regarding 5C, PRDE data shows a minor increase in the percentage of students in separate schools, residential facilities, or homebound/hospital placements of 0.45 percentage points as compared to FFY 2011, missing its target for 5C by 2.35 percentage points.

School Facilitators were responsible for updating the data in the system. SAEE, to validate the accuracy of the data for this indicator, generated continuous data reports that were sent to the Regional Facilitators and CSEE Directors. These personnel were then responsible for verifying the placement data.

Activity	Discussion
1. Include training to regular teachers and personnel as part of the Statewide Personnel Development System.	PRDE will continue this effort. PRDE SAEE's Technical Assistance (TA) Unit continuously provides technical assistance throughout the year, including various training sessions. These trainings cover areas for teachers, School Directors, Regional Facilitators and CSEE Directors 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.
2. Include training for special education teachers and staff as part of the Statewide Personnel Development System	Refer to discussion above.
3. Continue to monitor	

Activity	Discussion
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 general 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 and equipment, assistive technology, related services.	<p>PRDE will continue this effort. During FFY 2012 PRDE maintained the use of its financial system ('SIFDE' by its acronym in Spanish) which provides a field 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. This also enhances PRDE SAAE communication with the PRDE Procurement Office to ensure timely purchase and delivery of equipment.</p> <p>During FFY 2012, the School Facilitators were charged with the responsibility of purchasing assistive technology equipment directly from the school through the SIFDE system or with the PCards. This makes the process more accessible for the parents and students. District Facilitators are responsible for making on-site visits to provide technical assistance, to teachers and school personnel as requested.</p>
5. Increase special education support to personnel; technical assistance, consultations, best practices information dissemination	<p>This is a continuous and on-going activity.</p> <p>Also see discussion in #1 above.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

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.

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	<u>Indicator 6A:</u> 71.95% <u>Indicator 6B:</u> 0.75%

Actual Target Data for FFY 2012 (2012-2013):

Indicator 6A: 87.75%

Indicator 6B: 0.41%

PRDE collects data on student placements, uploads and stores this data in PRDE's special education information system database, and uses the data for the 618 data submission. Data for Indicator 6 comes from 618 State-reported data. 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 2012 calculations are provided below.

Indicator 6 Actual Data

Total # of Children aged 3 through 5 with IEPs	# of children attending a regular early childhood program and receiving the majority of hours of special education and related services in the regular early childhood program...		# of children attending a special education program (NOT in any regular early childhood program), specifically, a...		
	(A1) at least 10 hours a per week	(B1) less than 10 hours per week	(C1) Separate Special Education Class	(C2) a Separate School	(C3) a Residential Facility
13,276	11,408	242	0	55	0

Indicator 6A Actual Measurement

# 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)]	X 100
11,408 + 242 = 11,650	11,650 ÷ 13,276 = 0.8775	<u>87.75%</u>

Indicator 6B Actual Measurement

# 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	X 100
0 + 55 + 0 = 55	55 ÷ 13,276 = 0.004143	0.41%

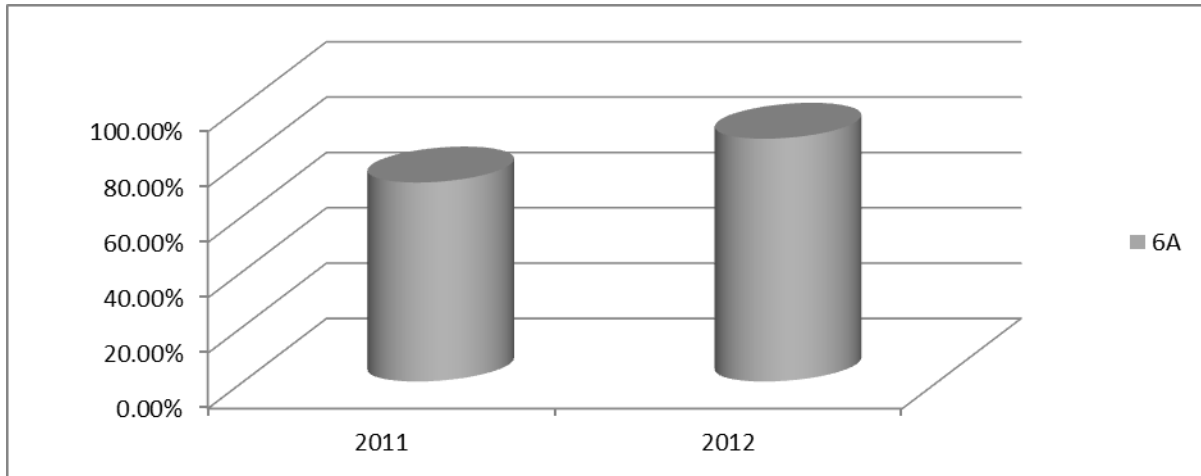
Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

For both Indicators 6A and 6B, PRDE met its targets and demonstrated improvement as compared to the prior reporting year.

Indicator 6A Measurement for FFY 2011 and 2012

The following chart and graph display PRDE's FFY 2012 improvement with Indicator 6A as compared to the FFY 2011 APR.

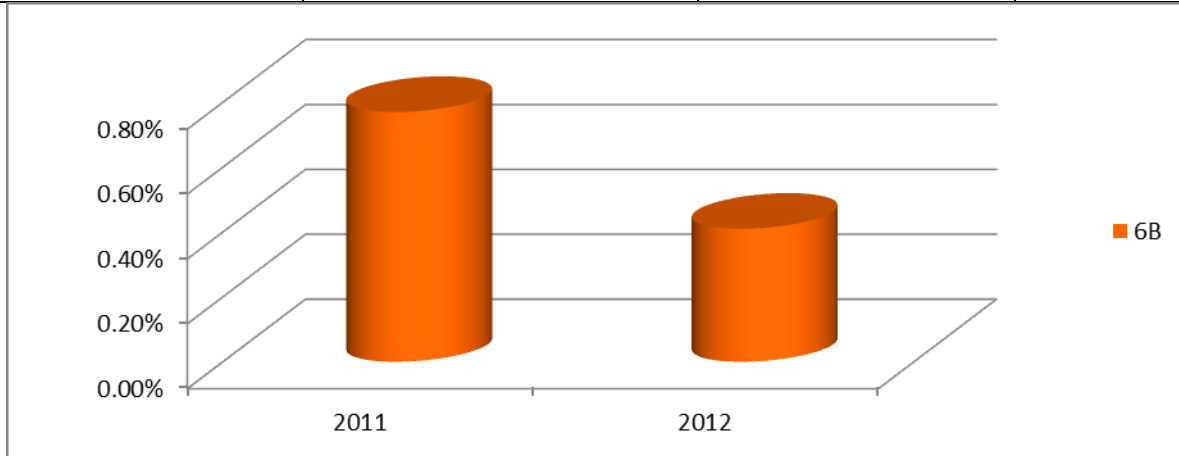
FFY	# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (A1+ B1)	[(A1 + B1) divided by (total # of children aged 3 through 5 with IEPs)]	X 100
2011	10,638 + 0 = 10,638	10,638 / 14,791 = .7192	<u>71.92%</u>
2012	11,408 + 242 = 11,650	11,650 ÷ 13,276 = 0.8775	<u>87.75%</u>



Indicator 6B Measurement for FFY 2011 and 2012

The following chart and table display PRDE’s improvement with Indicator 6B from FFY 2011 to FFY 2012—decreasing the number of children aged 3 through 5 with IEPs who attend a separate special education class, separate school, or residential facility.

FFY	# 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	X 100
2011	114 + 0 + 0 = 114	114 / 14,791 = .0077	0.77%
2012	0 + 55 + 0 = 55	55 ÷ 13,276 = 0.004143	0.41%



The following table presents the improvement activities and their discussion for FFY 2012:

Improvement Activities	Discussion
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.	During the second semester of FFY 2012, personnel from the Technical Assistance Unit assigned to working on early childhood education offered training and technical assistance to Teachers, Special Education Facilitators, Special Education Service Center Directors and Service Assistants on a variety of topics including: Serving Pre-School Students, Related Services, Autism and behavior management, alternate communication, development of reading and writing skills for children with learning disabilities, and structured education.

Improvement Activities	Discussion
	<p>Also, in March 2013, the SAEE provided training to the PRDE Social Workers island-wide on behavior management for students with special needs and autism.</p> <p>In May and June, Special Education personnel who impact Indicators 6 and 7 participated in various meetings regarding the collection of Indicator data.</p> <p>The technical assistance provided is consistent with best practices established by the National Association for the Education of Young Children.</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>PRDE SAEE continues to hold periodic meetings with personnel of the Puerto Rico Department of Health, which oversees delivery of Part C services. These meetings are used to review the interagency agreement and tailor it to account for both agency needs and legal requirements. Monthly communication has been established in order to address the referral from Part C to Part B to ensure the data quality and completion of the data process, and to provide support to the Department of Health on data quality.</p> <p>SERRC has been a helpful resource in coordinating these meetings and working with both agencies to improve the agreement and underlying processes.</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>Personnel from the Technical Assistance Unit assigned to working on early childhood education regularly meet with Head Start personnel. The <i>Oficina del Procurador para las Personas con Impedimentos</i> (OPPI, by its acronym in Spanish) participate in these meetings. This allows for efficiency by identifying specific needs for each agency to be addressed jointly and ensures information on pre-school services is updated and disseminated in coordination with both agencies.</p>
<p>4. Updating and disseminating information of pre-school services</p>	<p>See discussion above.</p>

Improvement Activities	Discussion
<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>The pre-kindergarten Memorandum was revised in coordination with special education personnel in order to include special needs of students with disabilities.</p> <p>After the memorandum was issued, the preschool coordinators who are the personnel in charge of providing assistance to parents, were trained on the changes established in the Memorandum and to disseminate regionally the pre-school services.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

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.

Targets and Actual Data for Preschool Children Exiting in FFY 2012 (2012-2013)

Summary Statements	Target FFY 2012 (% of children)	Actual FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	95.2%	85.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	57.0%	63.8%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	90.5%	85.7%
3. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	49.5%	57.1%
Outcome C: Use of appropriate behaviors to meet their needs		

1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	96%	90.7%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	77.3%	71.1%

Progress Data for Preschool Children FFY 2012

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	81	4.5%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	164	9.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	436	24.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,068	59.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	51	2.8%
Total	N= 1,800	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	91	5.0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	155	8.6%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	527	29.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	946	52.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	81	4.5%
Total	N=1,800	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	56	3.1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	96	5.3%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	368	20.5%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,110	61.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	170	9.4%
Total	N=1,800	100%

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 2012, 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 score of 6 or 7 on the survey.

Actual Target Data Discussion for (FFY 2012):

A. Positive social-emotional skills (including social relationships)

Summary Statement 1: During FFY 2012, 85.9% of those children who entered or exited the program below age expectations in positive social-emotional skills (including social relationships) substantially increased their rate of growth in positive social-emotional skills by the time they exited. The FFY 2012 data reflects slippage as compared to FFY 2011 (87.6%) (a decrease of 1.7 percentage points). PRDE did not meet the FFY 2012 target (95.2%).

Summary Statement 2: During FFY 2012, 63.8% of children were functioning within age expectations in positive social-emotional skills by the time they exited. The State exceeded its FFY 2012 target (57.0%). Additionally, this reflects improvement as compared to FY 2011 (60.6%) of 3.2 percentage points.

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

Summary Statement 1: During FFY 2012, 85.7% 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. The FFY 2012 target (90.5%) was missed, and this reflects minor slippage of 3.2 percentage points as compared to FY 2011 (88.9%).

Summary Statement 2: During FFY 2012, 57.1% of children were functioning within age expectations in acquiring and using knowledge and skills by the time they exited. The State exceeded its FFY 2012 target (49.5%). This reflects minor slippage (0.9 percentage points) as compared to FY 2011 (58.0%).

C. Use of appropriate behaviors to meet their needs

Summary Statement 1: During FFY 2012, 90.7% of those children who entered or exited the program below age expectations in taking appropriate action to meet their needs substantially increased their rate of growth in taking appropriate action to meet their needs by the time they exited. Compared to FFY 2011 (90.8%), the results for this indicators reflected minor slippage (a decrease of 0.1 percentage points), and did not meet the FFY 2012 target (96%).

Summary Statement 2: During FFY 2012, 71.1% of children were functioning within age expectations in taking appropriate action to meet needs by the time they exited. Data compared to FFY 2011 (71.5%) reflected a minor decrease of 0.4 percentage points and missed the FFY 2012 target (77.3%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The following chart provides information on the accomplishments and 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 of exited students and the Outcomes Summary Format Results received from preschool children as exiting preschool services.</p>	<p>PRDE continues periodic meetings with the Puerto Rico Department of Health to ensure the implementation of the Interagency Agreement. This includes efforts to ensure data quality and provide support to the Department of Health as needed.</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 reviewed and updated to address minor administrative changes, and released in spring 2012. Continuous trainings have been provided as needed.</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 December 2010. 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 December 2010, 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 2012-2013.</p>
<p>5. Develop routine and annual training and technical assistance regarding data collection for this indicator to</p>	<p>Training and technical assistance were provided in order to collect data for this Indicator. Upon submission, indicator data were reviewed to ensure that they were valid and</p>

Improvement Activities	Discussion
<p>preschool teachers and other relevant personnel.</p>	<p>reliable.</p> <p>During the second semester of FFY 2012, personnel from the Technical Assistance Unit assigned to working on early childhood education offered training and technical assistance to Teachers, Special Education Facilitators, CSEE Directors and Service Assistants on a variety of topics including: serving pre-school students, related services, Autism and behavior management, alternative communication such as the Picture Exchange Communication System (PECS), and development of reading and writing skills for children with learning disabilities, and structured education.</p> <p>Additionally, in March 2013 the SAEI provided training to the PRDE Social Workers island-wide regarding behavior management for students with special needs and autism such as therapy to promote skills in children with Autism like ABA (Applied Behavioral Analysis).</p> <p>During May and June 2013, Special Education personnel who impact Indicators 6 and 7 participated in various meetings regarding the collection on indicator data.</p> <p>The technical assistance provided is consistent with best practices established by the National Association for the Education of Young Children.</p>
<p>6. Provide training, materials, and technical assistance to preschool teachers and other relevant personnel regarding intervention strategies and models to provide quality preschool services.</p>	<p>Orientations were provided to pre-school personnel on improving results of preschool interventions and to train new personnel.</p> <p>See discussion above.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013

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 2012

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
2012 (2012-2013)	89.9%

Actual Target Data for FFY 2012: 85%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Review of Process

For FFY 2012, PRDE continued with the same process for collection of data for Indicator 8 as described in its SPP submitted February 1, 2011. 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 (version 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 version 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 2012 Sample

A random selection of parents was used for survey administration. As PRDE’s special education population for FFY 2012 was 130,212, the sample size would need to be at least 383 parents of students receiving special education services for 2012-2013.

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

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

Where:

s = required sample size

X² = the table value of chi-square for 1 degree of freedom

Accordingly, with a universe/population size (N) of 130,212:

$$\begin{aligned}
 s &= \frac{(3.841) (130,212) (.50) (1-.50)}{(.05)^2 (130,212-1) + (3.841) (.50) (1-.50)} \\
 &= \frac{(250,072.14) (.50)}{(.0025) (130,211) + .96025} \\
 &= \frac{125,036.07}{325.5275 + .96025} \\
 &= \frac{125,036.07}{326.4877} \\
 &= 382.97 \\
 s &= 383 \text{ parents}
 \end{aligned}$$

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

The parents of a total of 383 students with disabilities were selected by the sampling method to receive the inventory. A total of 274 of the 383 parents selected for the sample completed and returned inventories. This constitutes a 72% 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 2012

A total of 232 of the 274 completed surveys reported that schools facilitated parental involvement as a means to improving services and outcomes for their children with disabilities. This represents 85% of the respondent parents (232/274 x 100).

Data Year	(1) # respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	(2) # of respondent parents of children with disabilities	[(1)/(2)] X 100 = Percent
2012-2013	232	274	85%

PRDE did not meet the target of 89.9 percent for FFY 2012, missing the target by 4.9 percentage points. As compared to FFY 2011, this is a decrease of 3 percentage points. This is consistent performance as compared to both FFY 2010 and FFY 2009 (85% both years) and improvement as compared to FFY 2008 (82%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Activities proposed for this year were held as established for Indicator 8. The table below summarizes improvement activities carried out during FFY 2013.

Activity	Discussion of Improvement Activities Completed
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 the attempt to increase the parental responses to participation in the survey. PRDE central level staff worked directly with general supervisors who shared the responsibility of informing selected parents of the survey and following up to ensure the surveys were received and returned. Parents had the option to return the completed surveys by mail or through the schools. For the FFY 2012 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 decreased from 74 percent for 2011 to 72 percent this year. However, participation for FFY 2009 (57%), was higher in FFY 2010 (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>
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.

Activity	Discussion of Improvement Activities Completed
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 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 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 2012:</p> <ul style="list-style-type: none"> a. 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>, <i>Comité of Secretary of Education</i>, <i>Alianza de Autismo</i>, <i>Consejo Estatal sobre Deficiencias en el Desarrollo (CEDD)</i>, <i>Instituto de Deficiencias en el Desarrollo</i>, <i>Consejo de Política Normativa del Municipio de San Juan</i> of Head Start and Early Head Start, and the <i>National Association of Deaf-Blind Families</i>. All the above participate in the disseminated services and empowerment of families. b. Collaboration with APNI (Asociación de Padres con Niños con Impedimentos), PRDE sponsored an annual island wide activity that jointed parent/teacher trainings. Each year a different topic is covered in these meetings and a large amount of parents and teachers participate in and benefit from this activity. In FFY 2012, the Special Education Congress meeting (Inclusion), was held at the Caribe Hilton Hotel in San Juan, Puerto Rico. c. 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.

Activity	Discussion of Improvement Activities Completed
6. Monitor the implementation of the established procedures for fostering parent involvement.	During FFY 2012, 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.
7. Administer the survey, collect data and measure progress on parent involvement	<p>Completed for FFY 2012</p> <p>For FFY 2012, PRDE decided to adjust the timing of the survey administration, collection, analysis, etc. As soon as the official child count data is submitted, the process of defining and selecting the sample begins (March, 2013). PRDE began distributing the survey in March, 2013 and aimed to complete administration of the survey by May, 2013. 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 completed and ready to share results by the month of October, 2013. August is PRDE's back-to-school month, and many meetings and trainings take place during the first days of school. November is Special Education Month, 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 Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013

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 2012

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 2012-2013</i>	N/A

Actual Target Data for FFY 2012:

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 2012:

N/A (see above).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

N/A (see above).

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality
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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 2012-2013</i>	N/A

Actual Target Data for FFY 2012:

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 2012:

N/A (see above).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

N/A (see above).

Part B State Annual Performance Report (APR) for FFY 2012

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
<i>FFY 2012 (2012-2013)</i>	100%

Actual Target Data for FFY 2012: 91.7% 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)
2012-2013	22,312	20,460	<u>91.7%</u>

*A total of 22,639 children with parental consent to evaluate were initially received, however 327 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 2012:

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 PRDE complete initial evaluations within 30 days. Because of this State established timeline, Puerto Rico reports its actual target data for this indicator using its timeline of 30 days.

During FFY 2012, a total of 22,312 students were referred for and had parental consent to conduct an initial evaluation. Of that number, 20,460, which represents 91.7% 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. This was an improvement of 2.5 percentage points as compared to FFY 2011.

FFY 2012 Data Re: Those Children Referred but Not Evaluated within Timeline

The following chart reports the range of days beyond the timeline when eligibility was determined, as requested by OSEP.

Total # of children with parental consent to evaluate	Eval. within 30 days or less	Eval. within 31-60 days	Eval. within 61-90 days	Eval. within 91-120 days	Eval., possibly in more than 120 days
22,312	20,460	1,315	286	102	149
	91.7%	5.89%	1.28%	0.46%	0.67%

As reflected above, PRDE completed 97.6% of FFY 2012 initial evaluations (21,775) within 60 days. Furthermore, PRDE has verified that 100% of children with parental consent to evaluate in FFY 2012 have received their initial evaluation.

During FFY 2012, 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 use to request data 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. One of the major responsibilities of the CSEE Director is to apply this sanctions process. Additionally, the SAE 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 2012, PRDE continues with an activity that has proven to be effective: maintaining a taskforce to assist with data validation and overall support for 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 for information system staff to improve their performance in reviewing data, validating data, 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 2011 APR

OSEP's FFY 2011 Part B SPP/APR Response Table for Puerto Rico (at p. 10) requires:

Because the Commonwealth reported less than 100% compliance for FFY 2011, and reported one finding of noncompliance that was identified in FFY 2009 and that is uncorrected, the Commonwealth must report on the status of correction of noncompliance identified in FFY 2009 and FFY 2011 for this indicator.

PRDE herein reports on the status of noncompliance identified in FFY 2009 that was uncorrected as of the FFY 2011 APR as well as the correction of noncompliance identified in FFY 2011 for this indicator.

Noncompliance Identified in FFY 2009. As reported in Puerto Rico's final FFY 2011 APR (May 2013), just one finding of noncompliance remained pending as of the time of that

submission (May 2013). This finding was connected to the San Juan CSEE. Since the submission of the FFY 2011 APR, this finding of noncompliance has been verified as corrected, and accordingly, closed. As discussed in PRDE's FFY 2010 APR and PRDE's FFY 2010 and 2011 APR Supplemental Reports, PRDE applied its sanctions policy to the entity that failed to correct this finding within one year of identification (the San Juan CSEE). The initial sanctions letter assigned a monitor from PRDE SAEE's MCU and further required the San Juan CSEE to complete and submit monthly reports demonstrating progress on correction of noncompliance. Because the San Juan CSEE failed to provide information sufficient to indicate the noncompliance had been corrected, PRDE elevated the case to the next level of sanctions. In accordance with PRDE SAEE's sanctions policy, the PRDE SAEE MCU chose to refer the San Juan CSEE to the PRDE Legal Division. The Legal Division issued a letter of exhortation to comply with Indicator 11 and IDEA requirements.

Following this action from the Legal Division, the MCU conducted a final follow-up visit to the San Juan CSEE, and the San Juan CSEE was able to demonstrate correction of the identified finding of noncompliance. Specifically, the PRDE MCU verified the correction of individual cases of previously identified noncompliance were corrected by verifying that all initial evaluations from the sample reviewed leading to the FFY 2009 finding were completed. Then, PRDE reviewed additional updated data in the previously identified noncompliance area (Indicator 11, timeliness of initial evaluations) in order to assure correction of any underlying issues leading to noncompliance and subsequent compliant practice (i.e., to ensure that the specific regulatory requirements at issue are being correctly implemented.).

Noncompliance Identified in FFY 2011. As reflected in worksheet B-15 of this APR submission, during FFY 2011, the MCU identified a finding of noncompliance with Indicator 11 at five entities. These five entities were five of the CSEEs. As reflected in Worksheet B-15 and discussed in Indicator 15, all five entities corrected the noncompliance within one year of identification. In making this determination, the MCU verified (1) that each entity is correctly implementing the specific regulatory requirement (i.e., achieved 100% compliance with timeliness of initial evaluations) based on a review of data subsequently collected through the State data system; and (2) has corrected each individual case of noncompliance that had been identified.

Correction of Noncompliance Verified in Accordance with OSEP Memo 09-02. In assuring verification of correction of noncompliance reflected in the FFY 2012 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 2013 Special Conditions require PRDE to report on updated data for the period from July 1, 2013 through December 31, 2013 with the FFY 2012 APR. Accordingly, PRDE has included this updated data in its APR Supplemental Report, submitted simultaneously with this FFY 2012 APR.

Improvement Activities Table

The table below summarizes improvement activities carried out during FFY 2012:

Improvement Activities	Discussion
1. Implement the eligibility determination pilot in the remaining Service Centers.	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 and 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. This structure continued in placed throughout FFY 2012.
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 the 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 the student from the registration process, during the orientation they receive upon registering their student to receive special education services. PRDE has trained CSEE personnel regarding the registration process and the importance of orienting parents on the importance of attending the initial evaluation and the result of failing to miss three consecutive appointments under this procedure.
3. Keep up working to implement the alert system in SEASWEB	PRDE's current data system has alerts in place, which sends an automatic email to the staff assigned to the student before the expiration of the terms for timeliness of evaluations, reevaluations, IEP, placement, and eligibility determination.
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.

Improvement Activities	Discussion
5. Implement a new protocol for Eligibility Determination as proposed.	This is an ongoing activity. During FFY 2012, 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 eligibility determination processes as well as the constant entry and update of data in the special education system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

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 determined to be eligible for early intervention services under 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
<i>FFY 2012 2012-2013</i>	<i>100%</i>

Actual Target Data for FFY 2012: 77.5%

PRDE conducted island-wide data collection and several validation activities in order to obtain the number of children who had been served in Part C and referred to Part B for Part B

eligibility determination, and the number whose eligibility was determined and Part B services were in place prior to their third birthday. The data collected shows the following.

Table A - Data

a- # of children served in Part C referred to Part B for eligibility determination	b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	c. # of children found eligible with IEP's developed and implemented by their third birthday	d. # of children for whom parental refusal to consent to evaluation caused delay in evaluation or initial services	e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
1,276	17	966	13	0

Measurement:

Data Year	(a – b – d – e)	C Divided by (a-b-d-e)	Times 100	= Percent
2012-2013	1,276-17-13-0 = 1,246	966 / 1,246 = 0.775	0.775 X 100 = 77.5	77.5%

A key primary factor affecting compliance with the requirement to have services in place by age three are delayed receipt of Part C Transition Notices and further delay on the part of parents or guardians to act upon transition referrals. In 181 of the 280 cases where IEPs were not implemented by the student's third birthday (1,246-966= 280), the referral from Part C was made to PRDE less than 90 days prior to the student's third birthday. Upon referral from Part C, PRDE must obtain the parent's consent for an initial evaluation before proceeding with scheduling and conducting the evaluation, making the determination, and then developing and implementing the IEP.

If the Indicator 12 measurement allowed for consideration the timeliness of referrals from Part C to Part B, PRDE performance with Indicator 12 would improve significantly and better reflect Part B work to ensure a timely transition for students from Part C to Part B. Specifically, if these 181 cases that were referred to Part B within less than 90 days of the student's third birthday were eliminated from the calculation, PRDE's resulting performance for Indicator 12 would be 91% ($[966 / (1,246 - 181)] = 0.9070$).

PRDE continues to work with the PR Department of Health to try to improve the timeliness of referrals from Part C to Part B. New interagency efforts are being made to address this issue, including the establishment interagency guidance regarding Part C to Part B referral process.

As directed by the measurement instructions for this indicator, children included in 'a' (from Table A above) but not included in 'b', 'c', 'd', or 'e' must be accounted for. There is a subgroup of 280 children included in 'a' (children served in Part C referred to Part B for eligibility determination) that are not included in 'b', 'c', 'd', or 'e'. Although this subgroup of students may not have received their eligibility determination and had Part B services in place by their third birthday, PRDE has confirmed that the entire subgroup has had their eligibility determination completed, and as appropriate, has services in place. The following table (Table B) provides the range of days elapsed beyond the third birthday of these 280 children whose eligibility and services were not in place by the third birthday. Reasons for the delays are discussed thereafter.

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

# of children receiving services from Part C and referred for eligibility determination during FFY 2010 and were not determined eligible or provided with services on their third birthday	In place within 30 days of third birthday	In place within between 31 and 60 days or third birthday	In place within between 61 and 90 days or third birthday	In place within 91 and 120 days of third birthday	In place within more than 120 days of third birthday
280	156	55	36	13	20

Based on FFY 2012 data, the range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday is 1 – 432 days. Reasons for the delays include the following: data entry errors, new staff, parent failure to keep scheduled appointments, Part C failure to send transition meeting notices in a timely manner, and facilitator failure to attend transition meetings.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The steps that PRDE is taking for the improvement of the services through the Special Education Service Centers, as well as the intensive training, guidance, and follow up provided to personnel in charge of the transition process has resulted in improved compliance with this

requirement. PRDE has learned much about the transition process and has begun steps that will further ensure compliance.

During 2012-2013, PRDE continued efforts to improve routine communications between Part C and Part B. These communications have identified challenges that both agencies are working to address. PRDE will continue to meet with Part C staff.

PRDE maintained the placement of a Special Education Supervisors at each one of the regional Special Education Service Centers who is assigned the responsibility of ensuring an agile process for transitioning children. These supervisors, along with the preschool coordinators, are in charge of the follow up and coordination needed to evaluate, determine eligibility, develop the IEPs, and coordinate services. The Special Education Supervisors work hand in hand with representatives from APNI in efforts to ensure all children referred from Part C to Part B receive their eligibility determinations and begin receiving services, as appropriate, by their third birthday.

Throughout this year, PRDE continued the taskforce established in March 2010 to assist with data validation and overall support at CSEEs facing the significant challenges with compliance indicators, including Indicator 12. PRDE identified the CSEEs in need of support as a result of its practice of generating and analyzing monthly data reports for performance at each of the CSEEs. Taskforce activities have included both technical assistance and training to Special Education Data System staff to improve their performance with data review, validation, and entry into the system as well as hands-on assistance reviewing the files and ensuring that students received initial evaluations and that data was updated accordingly in Special Education Data System.

The following chart provides information on the discussion of the activities for FFY 2012.

Improvement Activities	Discussion
<p>1. Create an alert in the information system for when child is about to turn 3 years old. Work to ensure such an alert functions in an efficient and effective manner.</p>	<p>As discussed on activity #3 on indicator 11. PRDE's current data system has alerts in place, which sends an automatic email to the staff assigned to the student before the expiration of the terms for timeliness of initial evaluations, re-evaluations, IEP, placement, and eligibility determination.</p> <p>This tool helps PRDE keep track of the compliance with this indicator. The alert helps the personnel to be directly aware of the expiration date.</p>
<p>2. Use the information system to generate a monthly report of the cases registered in order to</p>	<p>This is an ongoing activity established by the SAEE. During FFY 2012, the Analysis of Data and Compliance Unit with the Data Unit have sent monthly reports to the Service Centers data validation and quality. PRDE has continued receiving technical assistance from DAC and SERRC to</p>

Improvement Activities	Discussion
<p>better monitor compliance.</p>	<p>improve the process of transition.</p> <p>The Puerto Rico Department of Health, which oversees IDEA Part C on the island, sends a monthly report on all children referred from Part C to Part B to PRDE SAEE (Central Level). PRDE SAEE then distributes these monthly reports to the CSEEs. The coordinators of preschool services review the monthly reports, in collaboration with the Directors of CSEE, and provide the necessary follow-up activities. PRDE and the DH are working to improve this process.</p> <p>Throughout 2012-2013, PRDE continued work with the contractor, ProInfo, to provide additional technical assistance at the CSEEs.</p> <p>These efforts will continue.</p>
<p>3. Provide additional continuous training and technical assistance to personnel at locations with greater challenges in compliance with this indicator in order to address issues specific to such locations.</p>	<p>This is an ongoing activity. Trainings were provided to address specific areas of concern, including the data collection and entry processes. PRDE held several training sessions and provided technical assistance to personnel from the Central Level, the CSEEs, and the districts. Some of these technical assistance activities were provided in coordination with DAC and SERRC.</p> <p>The APNI coordinators at each CSEE assist with locating the impacted students and ensuring initial evaluations are scheduled take place, and data is updated accordingly in the system. Collaboration between PRDE and APNI is continuous and ongoing. Meetings were held with the APNI project coordinator to address any issues of validation or updating the information in the data system.</p>
<p>4. Evaluate and identify best practices for monitoring transition in coordination with both the Monitoring and Technical Assistance Units.</p>	<p>Part C to Part B transition is monitored by the MCU during its on-site monitoring visits. PRDE monitored entities for compliance with this indicator, provided onsite technical assistance, and scheduled follow-up visits to ensure correction of identified noncompliance.</p> <p>The SAEE Monitoring Unit shares its monitoring reports with the SAEE Technical Assistance Unit, allowing the Technical Assistance Unit to use the monitoring information to improve delivery and content of technical assistance services and ensures that the TA Unit addresses the issues identified through the monitoring process.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities /
Timelines / Resources for FFY 2013**

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2012 (2012-2013)</i>	<i>100%</i>

Actual Target Data for FFY 2012: 95.5%

The following chart summarizes the data for calculating Puerto Rico’s actual measurement for FFY 2012. Of the 16,250 files reviewed, 15,514 met the secondary transition requirements in accordance with Indicator B-13.

a. # of IEPs of students age 16 and above reviewed	b. # of students included in (a) with IEPs that include appropriate measurable postsecondary goals	% of students with transition goals in their IEP (b/a)
16,250	15,514	95.5%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

PRDE established its baseline data for this indicator in FFY 2009. The baseline data measures the percent of students aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s needs.

PRDE determines whether or not a student has appropriate measurable postsecondary goals by reviewing student files and completing a certification form, which includes a Spanish-language checklist that was developed using the B13 Checklist created by the National Secondary Transition and Technical Assistance Center (NSTTAC). The current certification form is nearly identical to the form discussed in Puerto Rico’s FFY 2010 APR. As discussed therein, one question was added for data collection requirements at the State level. Additionally, for FFY 2011, minor changes were made to clarify confusion the teachers and facilitators had regarding transition services that are likely to be provided or paid for by other agencies (former questions seven and eight). These questions have been revised and included as the new question seven. The same form was used for FFY 2012. Information was collected in accordance with the checklist and school directors were required to provide signatures assuring the reliability of the information.

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

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

- SAEE Transition Coordinators were in charge of training staff and monitoring the use of the checklist. Transition Coordinators are also involved in the IEP development and revision process. In total, PRDE reviewed the files of 16,250 students age 16 and above.
- The information for this indicator was requested in a timely manner in order to verify the data.

The following table lists the checklist certification results. All questions included in the summary below, 1-9, are considered in determining whether the student's IEP includes appropriate measurable postsecondary goals in accordance with Indicator 13. As detailed in the instructions to the checklist, the response to each applicable question must be 'yes' in order to answer the final question, regarding compliance with Indicator B-13, in the affirmative. The overall data collected by the checklist application shows as follows:

Transition IEP Checklist Results For 2012-2013	Yes	No	N/A
1. Is there evidence that the measurable postsecondary goals were based on age- appropriate transition assessments?	16,107	143	N/A
2. Are there measurable postsecondary goals that address education or training, employment, and (as needed) independent living?	16,144	106	N/A
3. Is/are there annual IEP goals that will reasonably enable the student to meet the postsecondary goals?	16,175	75	N/A
4. Are there transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school?	16,098	152	N/A
5. Do the transition services include a course of study with focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school?	16,121	129	N/A
6. Do transition services include student participation in academic courses, vocational or technical, which contribute to achieving postsecondary goals?	16,046	204	N/A
7. Was it necessary for other agencies to participate in the IEP team meeting? If so, mark which agencies. <ul style="list-style-type: none"> o Vocational Rehabilitation, Department of Labor o Recreation and Sports, Department of Health o Department of the Family, Technical School o University, Consortiums 	14,029	2,221	N/A

Transition IEP Checklist Results For 2012-2013	Yes	No	N/A
Other(s): _____ If the answer is 'yes', proceed to answering questions 7(a) and 7(b). If 'no', proceed to question 8. 7(a) Is there evidence that representatives of the agency (ies) were invited to the IEP team meeting?	13,649	380	2,221
7(b) Is there evidence that representatives of the agency (ies) participated in the IEP team meeting?	4,709	9,320	2,221
8. Is there evidence that the student was invited to participate in the development of his or her IEP to include transition services for the current academic year?	15,753	497	N/A
<i>Does the IEP contain the established legal requisites to comply with Indicator B-13 (in accordance with checklist instructions)</i>	15,514	736	N/A

PRDE has made significant improvement with this indicator. The data for FFY 2012 reflects increased performance of 2.9 percentage points as compared to FFY 2011. The chart below reflects PRDE's actual measurement data with this indicator since setting the baseline in FFY 2009.

Data Year	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011- 2012)	FFY 2012 (2012- 2013)
% of students with transition goals in their IEP (b/a)	88.9%	95.8%	92.6%	95.5%

PRDE looks forward to improving compliance with this indicator in coming years, working towards 100% compliance with this indicator. PRDE's efforts with its planned improvement activities are detailed in the Improvement Activities chart below.

Activity	Discussion
1. Review the Transition Manual, make revisions as necessary.	La revisión del Manual de Transición va a ser de las situaciones presentadas a la nueva monitora del Pleito De

Activity	Discussion
	Clase de RLV.
<p>2. Continue and intensify monitoring to guarantee the services in the IEP; provide special attention in regions requiring additional assistance.</p>	<p>This is an on-going activity</p> <p>The Technical Assistance Unit has Facilitators who are focused on post-secondary transition services, IEP writing, creating measurable goals and proper execution of the process in order to ensure compliance. The TA Unit plan for 2012-2013 included all regions in these efforts.</p>
<p>3. Continue the coordination with governmental agencies to revise the interagency agreement in order to actualize transitions needs for the students</p>	<p>The SAEE has assigned resources aimed at strengthening the coordination of interagency services in order to strengthen post-secondary transition services.</p> <p>The <i>Administración para el Adiestramiento de Futuros Empresarios y Trabajadores</i> (Administration for the Training of Future Business Owners and Workers, AAFET by its Spanish acronym) is a government office which offers training to young people, ages 14 to 29, who have left the formal education system and/or are unemployed. These trainings prepare these students to develop their skills in different vocational trades so that they can achieve and maintain employment and / or establish their own business. Among the services offered are transportation and guidance on the transition process and post-secondary education.</p> <p>PRDE participates in the Interagency Committee for Employment of Persons with Disabilities with the Puerto Rico Office of the Advocate for Persons with Disabilities (OPPI).</p> <p>Also, PRDE participates in the <i>Consejo Estatal de Rehabilitación Vocacional</i>. The role of this committee is to assure that the funds used by the Office of Vocational Rehabilitation are used properly and also to serve as a liaison entity to support coordination between the agencies.</p>
<p>4. Use strategies in the educational regions with best performance. Develop a needs study. ✓ Orient teachers</p>	<p>Please refer to the discussion for activity #2</p> <p>The Technical Assistance Unit met with CSEE-level Academic Facilitators who work on transition matters to discuss best practices amongst the regions and the</p>

Activity	Discussion														
<ul style="list-style-type: none"> ✓ Regional monitoring of files of students age 16 and above regarding secondary transition ✓ Provide Technical Assistance at the regional level ✓ Implement a plan to work with new teachers in the special education program ✓ Fairs of Study Opportunities 	<p>resulting successes for transition services. At that meeting, the Facilitators discussed what strategies they used and the group created a working plan for transition services.</p> <p>The SAEE worked with the Program Director of Social Work and Counseling, within the Office for Student and Community Affairs at PRDE to identify support and resources to strengthen support services to special education teachers.</p> <p>Additionally, SAEE coordinated with the Spanish Program to assure that special education teachers and Facilitators were included in trainings from these Programs.</p>														
<p>5. Teacher and administrative personnel training</p>	<p>During FFY 2012 newly appointed school directors received training from SAEE, which included training related to postsecondary transition. Also, during the school year, trainings were held for SAEE central level personnel on procedures for secondary transition and the general supervision system.</p> <p>Technical assistance was provided to the 7 School Regions in September 2012, including training sessions about drafting IEPs for students in the transition process. Attendees included special education facilitators, subject area facilitators, social workers, and guidance counselors. The following table lists training and technical assistance events related to this indicator.</p> <table border="1" data-bbox="704 1283 1406 1856"> <tbody> <tr> <td data-bbox="704 1283 948 1356">September 4</td> <td data-bbox="948 1283 1406 1356">Caguas Region</td> </tr> <tr> <td data-bbox="704 1356 948 1430">September 5</td> <td data-bbox="948 1356 1406 1430">Humacao Region</td> </tr> <tr> <td data-bbox="704 1430 948 1503">September 7</td> <td data-bbox="948 1430 1406 1503">Bayamón Region</td> </tr> <tr> <td data-bbox="704 1503 948 1577">September 11</td> <td data-bbox="948 1503 1406 1577">Arecibo Region</td> </tr> <tr> <td data-bbox="704 1577 948 1650">September 12</td> <td data-bbox="948 1577 1406 1650">Santa Isabel</td> </tr> <tr> <td data-bbox="704 1650 948 1793">September 13</td> <td data-bbox="948 1650 1406 1793">Teachers from the School Districts of Arecibo I, Arecibo II and Hatillo</td> </tr> <tr> <td data-bbox="704 1793 948 1856">September 14</td> <td data-bbox="948 1793 1406 1856">Mayagüez</td> </tr> </tbody> </table>	September 4	Caguas Region	September 5	Humacao Region	September 7	Bayamón Region	September 11	Arecibo Region	September 12	Santa Isabel	September 13	Teachers from the School Districts of Arecibo I, Arecibo II and Hatillo	September 14	Mayagüez
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September 11	Arecibo Region														
September 12	Santa Isabel														
September 13	Teachers from the School Districts of Arecibo I, Arecibo II and Hatillo														
September 14	Mayagüez														

Activity	Discussion	
	September 17	San Juan
	September 28	Social Workers and Facilitators island-wide on APR and specifically Indicators 1, 2,13 and 14
	September 28	Yauco and Utuado
	October 9, 10 and 11	Themes discussed were of IEP, IDEA Law, Docencia and Secondary Transition to special education teachers from the Districts of the Caguas Region.
	October 19	Orientation on transition to the adult life to special education personnel from the Districts of Morovis and Orocovis
	November 13	Orientation on transition to the adult life to special education personnel from the Districts of Vega Alta
	November 15	Orientation to the APNI coordinators parents group on secondary transition
	November 16	Orientation of APR and their role in secondary transition to the School Counselors Coordinators island-wide.
	December 14	Meeting with the Special Education Facilitators who collaborate with Secondary Transition
	February 15	Cacique Agueybana School (Bayamon District)

Activity	Discussion	
	February 22	District Facilitator Training on the Results of the APR Indicators
<p>6. Strengthen and intensify relations between rehabilitation and vocational programs in order to improve our services.</p>	<p>Please refer to activity #3</p> <p>As mentioned above, the SAE has assigned resources aimed at strengthening the coordination of interagency services in order to improve post-secondary transition services. Various meetings were held with the <i>Consejo Estatal de Rehabilitación de Puerto Rico</i> (the State Rehabilitation Council of Puerto Rico).</p>	
<p>7. Review and evaluate PRDE's data collection method for this indicator.</p>	<p>As discussed in previous APRs and above, PRDE used a Spanish translation of the Transition IEP B13 Checklist, created by the National Secondary Transition and Technical Assistance Center (NSTTAC). During FFY 2010, the certification form discussed in Puerto Rico's FFY 2009 APR was modified slightly. Specifically, one question was added to address a State-level data collection requirement. As discussed above, minor changes were made to the survey in FFY 2011 to clarify confusion teachers and facilitators had regarding transition services that are likely to be provided or paid for by other agencies (former questions seven and eight). These questions have been revised and included as the new question seven.</p>	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2012 (2012-2013)</i>	<u>14A: 48.4%</u> <u>14B: 55.7%</u> <u>14C: 87.5%</u>

Actual Target Data for FFY 2012:

14A: 55.6%
14B: 56.7%
14C: 94.6 %

Source Data:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	c. # enrolled in some other postsecondary education or training program within one year of leaving high school (but not included in 'a' or 'b')	d. # in some other employment within one year of leaving high school (but not included in 'a', 'b', or 'c')	e. TOTAL # of respondent youth no longer in secondary school and had IEPs in effect the time they left school ("respondents")
1,484	31	437	574	2,670

Measurement 14A:

a. # enrolled in higher education within one year of leaving high school	e. TOTAL # of respondents	Measurement = (a / e) * 100
1,484	2,670	55.6%

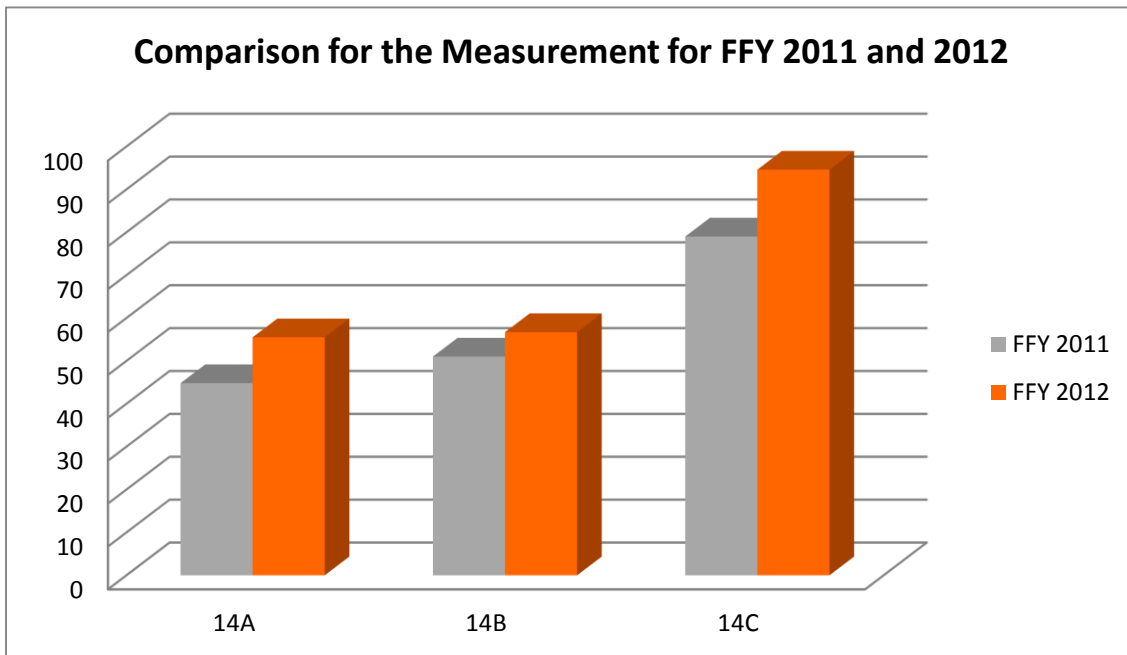
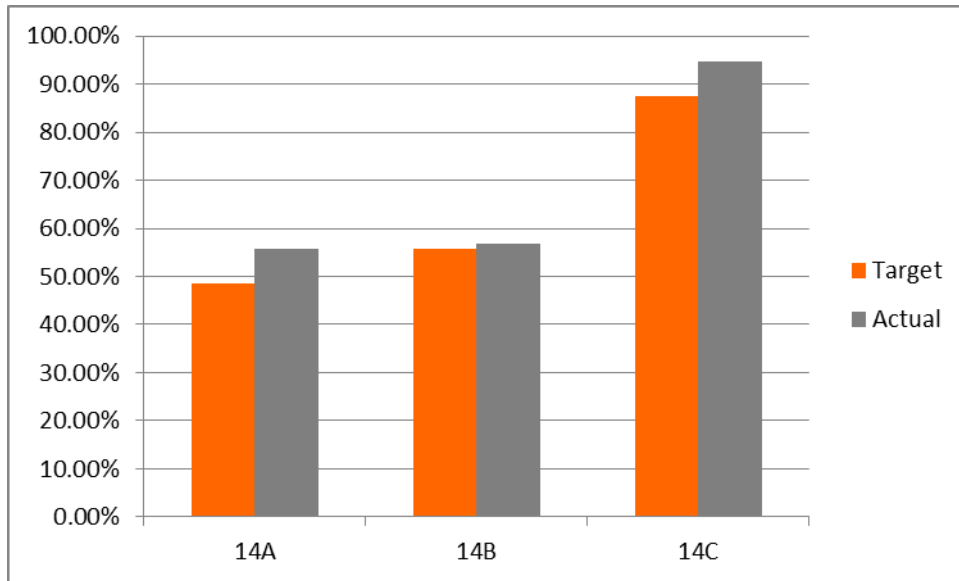
Measurement 14B:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	e. TOTAL # of respondents	Measurement = [(a + b) / e] * 100
1,484	131	2,670	56.7%

Measurement 14C:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	c. # enrolled in some other postsecondary education or training program within one year of leaving high school (but not included in 'a' or 'b')	d. # in some other employment within one year of leaving high school (but not included in 'a', 'b', or 'c')	e. TOTAL # of respondents	Measurement = [(a + b + c + d) / e] * 100
1484	31	437	574	2,670	94.6 %

For all three components of Ind. 14, PRDE met its target and demonstrated improvement as compared to FFY 2011, which is reflected in the below tables.



PRDE uses census data for this indicator, using its 618 data table on exiting to obtain the number of students who would be considered no longer in secondary schools and who had IEPs in effect at the time they left school. As discussed in its SPP, PRDE's data collection survey was designed using the National Post School Data Outcomes Center (Oregon University): Post School Data Collection Protocol. SERRC, DAC, and the NPSO Advisory Board provided technical assistance in finalizing the survey as well as establishing procedures for its implementation and use.

During spring 2012, meetings were held with the Transition Facilitators to prepare and establish strategies for gathering Indicator 14 data. During the meetings the survey was discussed, and questions raised regarding the survey were addressed. Each Transition Facilitator, a position assigned at the regional level, was given instructions for completing the survey along with a list of students from her region who exited in FFY 2011. The lists provided to the Transition Facilitators listed students by region, district and school in order to help facilitate locating the students. The Transition Facilitators were responsible for training the applicable personnel, on the purpose and use of the survey. In order to maximize student responses to the survey, the School Counselors, Social Workers and Teachers collaborated to obtain the information required. Students were contacted by telephone. Visits were conducted in lieu of phone calls as necessary. Completed surveys were sent to the PRDE SAEЕ central-level office for review and data analysis.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2013:

Activity	Discussion
1. Review the transitional services guide	The SAEЕ reviewed the Transition Manual. The draft of the manual is now being reviewed by the Parents Committee.
2. Evaluate and define strategies to ensure high response rate, specifically for the hard- to- find populations. Implement accordingly.	This is an on-going activity. The strategies to identify the students started at the end of the first semester in order to actualize and to update their personal data and facilitate data collection. These efforts were carried out with the CSEE Academic Facilitators in charge of transition (i.e., the Transition Facilitators) and with the School Facilitators. At the end of the school semester efforts were made to identify the students and to carry out the survey.
3. Increase and maintain professional development on selected topics in secondary transition including professional development seminars for high school teachers, guidance counselors, and administrators to support students to pursue higher education.	<p>The SAEЕ Technical Assistance Unit designed uniform procedures to train all of the educational regions in the transition process.</p> <p>SAEЕ central-level staff met with Academic Facilitators working in the transition area to train them in processes related to Indicator 14. These Facilitators in turn trained other staff on how to conduct interviews and locate students one year after the students exit the school system.</p> <p>The SAEЕ worked in collaboration with the Program</p>

Activity	Discussion
	<p>Director of Social Work and Counseling, within the Office for Student and Community Affairs at PRDE, to locate students one year after graduation. One reason for this collaboration was to include social workers in the process.</p> <p>Also, please refer to the discussion for activity #5 from Indicator 13.</p>
<p>4. Promote and encourage timely student response to the post-school interviews, including distribution of flyers to inform parents and youth of the post-school interviews and other media options.</p>	<p>PRDE held orientation sessions during Special Education Month wherein PRDE promoted the importance of student participation and timely response to the post-school surveys.</p> <p>The Associate Secretary for Special Education has participated periodically on radio and TV shows, for disseminating information, attending parents' concerns and also for being available to students.</p>
<p>5. Update or develop plans to improve post-secondary transition education and services and capacity implement</p>	<p>Please refer to discussion of activity #5 under Indicator 13.</p> <p>Trainings were provided to Regional, District and CSEE Facilitators, and Special Education Academic Facilitators, regarding Indicators 13 and 14, the FFY 2011 APR results, required evidence for demonstrating compliance with the requirements for post-secondary transition. and the monitoring process.</p> <p>Orientations were given on transition to adult life, as well as the development of post-secondary goals and annual goals for IEPs. Trainings were held for Facilitators from the social workers and counseling programs, special education teachers who are placed at juvenile institutions and also to APNI personnel.</p> <p>Training for the New School Directors was held in Fall 2012. In these training special education themes were discussed including Indicators 13 and 14.</p> <p>Trainings were also conducted with Special Education School Facilitators from all the 7 School Regions on Indicators 13 and 14.</p>

Activity	Discussion
	Trainings were held for personnel in the SAEЕ on procedures for secondary transition and the general supervision system.
6. Identify additional technical assistance for students' outcomes improvement and activities for student retention.	Refer to discussions in Indicators 1, 2, and 13. For example, as discussed under Indicators 1 and 2, the PRDE <i>Training and School Counseling Program</i> sponsors various projects to strengthen student retention.
7. Coordination meetings with the Auxiliary Secretary for students and Community Services to improve of the collection and validation of the data.	See discussions through this indicator, including Activity #3 above and activity #3 on Indicator 13.
8. Enforce and supervise the use of the exit survey collection data with the latest student personal information and future possible references to contact them electronically.	<p>School Facilitators coordinated and supported special education program requirements at the school level resulting in more accessible service to students and parents.</p> <p>The School Facilitators are responsible to ensure student information is constantly updated and accurate in the SEAS Web system. The performance of this function by the School Facilitators has improved PRDE's ability to maintain valid contact information for communicating with students and their parents.</p>
9. Identify more settings for students placement alternatives in postsecondary higher education based on interagency collaboration agreements or thought creations of partnerships	<p>Meetings have been held to discuss post-secondary transition including stakeholders meetings, parents, vocational rehabilitation, job corps, and Department of Labor.</p> <p>Also, see discussion under Indicator 13.</p>
10. Develop two major activities to encourage the student's outcomes improvement and their school retention	PRDE continues its efforts with the results improvement plan and has made numerous efforts regarding its activities. For example, coordination with the Program Directors of Social Work and Counseling programs, and orientation to the Facilitators of each personnel were given

Activity	Discussion
	<p>in order for them to understand their importance in the collaboration with this indicator. Also see discussion under indicator 13 improvement activities.</p> <p>Additionally, PRDE provided orientations on special education issues to the community during Special Education Month.</p>
<p>11. Review our Post-Secondary Outcomes data to identify trends and changes over time. As part of the annual review, we will revise the Improvement Activities as needed.</p>	<p>PRDE will continue to review post-secondary outcomes data through the survey used to collect this data and APR Indicators data which may help identify island-wide trends.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = [(b) divided by (a)] times 100.

 States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see below).

FFY	Measurable and Rigorous Target
<i>FFY 2012 (2012-2013)</i>	100%

Actual Target Data for FFY 2012: 100%

The data for this measurement appear in Puerto Rico's completed Worksheet B-15, which is included below.

Actual Measurement:

A. # of findings of noncompliance	B. # of corrections within one year	%
80	80	100%

For purposes of Puerto Rico's Worksheet B-15, the number of 'LEAs' reflects the number of PRDE entities (i.e., school districts or service centers) that were issued findings. For clarification, PRDE remains a unitary system and as such consists of only one LEA. The treatment of districts and service centers as 'LEAs' is done here solely in an effort to organize PRDE's monitoring and general supervision activities into meaningful units that can then meet the APR reporting requirements; it does not affect PRDE's status as a unitary system.

Below, please find PRDE's completed FFY 2012 APR Indicator B-15 Worksheet.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	7
	Dispute Resolution: Complaints, Hearings	1	43	43
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	5	5
	Dispute Resolution: Complaints, Hearings	2	2	2
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
Other Areas of Noncompliance	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b				

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
			80	80
Percent of noncompliance corrected within one year of identification = (Column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100%

Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2012:

During FFY 2012, PRDE met the 100% target, successfully ensuring the correction of noncompliance within one year of identification for all 80 findings identified during FFY 2011. The 80 findings were identified in written reports resulting from (i) onsite monitoring visits made by the PRDE SAEI Monitoring and Compliance Unit (MCU), (ii) review of information in the State data system by the MCU, and (iii) and State Complaint investigations.

PRDE's work to guarantee confirmation of correction was consistent with the OSEP 09-02 Memorandum. PRDE verified that each entity with noncompliance identified in FFY 2011 (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the LEA.

PRDE verified the correction of individual cases of previously identified noncompliance. PRDE also reviewed additional updated data in the previously identified noncompliance area in order to assure correction of any underlying issues leading to noncompliance and subsequent compliant practice (i.e., to ensure that the specific regulatory requirements at issue are being correctly implemented.). For example, at one entity with identified noncompliance in early childhood transition, PRDE staff conducted an on-site visit subsequent to the findings of noncompliance and reviewed updated records to determine that current practice (in the area) was compliant. All records reviewed demonstrated the district has compliant practices.

Update on the Correction of Non-Compliance Identified in Prior Years

Herein, PRDE provides an update on the correction of non-compliance identified by the MCU that remained pending from prior years. As reported in Puerto Rico's final FFY 2011 APR (May 2013), just one finding of noncompliance remained pending as of the time of that submission (May 2013). This finding was connected to the San Juan CSEE. Since the submission of the FFY 2011 APR, this finding of noncompliance has been verified as corrected, and accordingly, closed.

As discussed in PRDE's FFY 2010 APR and PRDE's FFY 2010 and 2011 APR Supplemental Reports, PRDE applied its sanctions policy to the entity that failed to correct this finding within one year of identification (the San Juan CSEE). The initial sanctions letter assigned a monitor from PRDE SAE's MCU and further required the San Juan CSEE to complete and submit monthly reports demonstrating progress on correction of noncompliance. Because the San Juan CSEE failed to provide information sufficient to indicate the noncompliance had been corrected, PRDE elevated the case to the next level of sanctions. In accordance with PRDE SAE's sanctions policy, the PRDE SAE MCU chose to refer the San Juan CSEE to the PRDE Legal Division. The Legal Division issued a letter of exhortation to comply with Indicator 11 and IDEA requirements.

Following this action from the Legal Division, the MCU conducted a follow-up visit to the San Juan CSEE and the San Juan CSEE was able to demonstrate correction of the identified finding of noncompliance. Specifically, the PRDE MCU verified the correction of individual cases of previously identified noncompliance were corrected by verifying that all initial evaluations from the sample reviewed leading to the FFY 2009 finding were completed. Then, PRDE reviewed additional updated data in the previously identified noncompliance area (Indicator 11, timeliness of initial evaluations) in order to assure correction of any underlying issues leading to noncompliance and subsequent compliant practice (i.e., to ensure that the specific regulatory requirements at issue are being correctly implemented.). This included review of updated data via the data system of the San Juan CSEE timely initial evaluation of students for whom parental consent was received.

Reporting on Noncompliance Identified in OSEP's FFY 2011 APR Response Table Regarding Other Indicators

As instructed by OSEP, detailed information regarding the correction of previously identified noncompliance from prior years is provided under the specific indicator to which the noncompliance relates. For example, correction of noncompliance related to early childhood transition is described under Indicator 12 rather than under Indicator 15.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	52%

Actual Target Data for FFY 2012: 44.8%

During FFY 2012, 44.8% (367/819) of resolution sessions resulted in settlement agreements. The data comes from PRDE's review of files of due process complaints that went to resolution session. This data is reported in Table 7. PRDE determined that an update to the Table 7 data that was submitted in November is required and will be doing so during the section 618 data reopen period. Herein, the measurement for Indicator 18 is calculated with the correct updated data.

FFY 2012 Measurement:

Data year	3.1(a) Settlement Agreements	3.1 Resolutions Sessions Held	3.1(a) Divided by 3.1	= Percent
2012-2013	367	819	367/819 = 0.4481	44.8%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

During 2012-2013, 819 resolution sessions were held, 367 of which resulted in settlement agreements. As such, 44.8% of hearing requests that went to resolution sessions were resolved through a resolution settlement agreement. PRDE did not meet its FFY 2012 measurable and rigorous target of 52%. PRDE’s FFY 2012 data reflects a decrease in the percentage of resolution sessions that resulted in settlement agreements as compared to FFY 2011 (55.9%).

In FFY 2008, PRDE began conducting informal parental satisfaction surveys to gather participant feedback regarding the dispute resolution process. For FFY 2009, PRDE continued having mediation participants complete satisfaction surveys to obtain such feedback. In FFY 2010, PRDE made revisions to its survey to improve its usability. Details regarding these revisions are included below in the improvement activities table.

This are the discussion of the activities during FFY 2012:

Activities	Discussion
<p>1. Visits to the CSEEs to monitor the implementation of the resolution meetings and supervise the investigators’ work.</p>	<p>The SAAE Monitoring Unit made on-site monitoring visits during FFY 2012 to the CSEEs, including the CSEE’s Resolution Meeting Division.</p> <p>Additionally, the Legal Division Unit maintains regular communication with the Resolution Meeting Investigators located at the CSEEs—including monthly meetings, communications via email, phone calls, and on-site visits.</p>
<p>2. Meetings with the resolution meeting investigators/facilitators to review any challenges they are facing and clarify doubts about the process and their responsibility.</p>	<p>See discussion above.</p> <p>The Legal Division Unit holds monthly meetings with the Resolution Meeting Investigators located at the CSEEs. Also, individual teleconferences and technical assistance activities were carried out throughout the reporting period. During the teleconferences, PRDE provided technical assistance follow-up regarding compliance with timelines, status of cases, and provided consultation regarding the resolution of issues pending in cases in the resolution process.</p>
<p>3. Monitor and ensure timeliness of resolution sessions to include tracking timelines through the designed computer system.</p>	<p>The Secretarial Unit is in charge of overseeing the management of due process complaints, and as such, their data management system maintains resolution session data as well.</p>

Activities	Discussion
	As mentioned in the discussion of Activity #1 above, the SAE Monitoring Unit monitors the Resolution Meeting Divisions at each of the CSEEs during FFY 2010. The CMU utilizes information from the Secretarial Unit's data management system in preparing for and carrying out their monitoring of the CSEE Resolution Meeting Divisions.
4. Continue to design and provide trainings to the investigators/facilitators to further train them in dispute resolution and conflict management.	PRDE continued this activity. The Legal Division holds monthly meetings with mediators and conciliators. Additionally, the MCU provided technical assistance during monitoring visits as needed.
5. Continue to design and provide training to all other relevant personnel (including process, forms, best practices, etc.).	See progress reported for activity # 4 above.
6. Recruit and hire new investigators as the positions open.	PRDE is able to manage the resolution process with the existing personnel and staffing levels.
7. Offer training to all special education teachers around the Island.	Such training is on-going. During FFY 2012, the Legal Division Unit personnel concentrated their efforts on providing training island-wide to new special education personnel, School Directors, school teachers, and Special Education Facilitators.
8. Implement parental evaluation regarding the resolution session experience.	During FFY 2012, PRDE continued using the revised parental evaluation / satisfaction survey.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2012 2012-2013	65.5%

Actual Target Data for FFY 2012: 78.2%

Data from Table 7 (FFY 2012) Used for Measurement

Data Year	2.1(a)(i) – Agreements Reached in Mediations Related to Due Process	2.1(b)(i) – Agreements Reached in Other Mediations (not Related to Due Process)	2.1 – Total Number of Mediations
2012-2013	495	36	679

Measurement

Data Year	2.1(a)(i) + 2.1(b)(i)	Divided by 2.1	Multiplied by 100	Percentage/Measurement
2011-2012	531	531/679 = 0.7820	78.20	<u>78.2%</u>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

During FFY 2012, 531 of the 679 mediations held (78.2%) resulted in mediation agreements. Four hundred ninety-five of the mediations resulting in agreements were related to due process hearings; the remaining 36 mediations resulting in agreements were not related to due process complaints. Puerto Rico exceeded its FFY 2012 target (65.5%) and increased its rate of mediations resulting in mediation agreements as compared to FFY 2011 (75.8%) by 2.4 percentage points.

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

When mediation is requested as part of a due process request, the process is overseen by the Secretarial Unit. The mediation option is included on the model due process complaint form. When a party enters the mediation process in this manner, the Secretarial Unit receives the mediation request and enters the data into a database to keep track of the process. Once the mediation meetings have occurred, the mediator informs the Secretarial Unit of the results of the meetings, and the Administrative Law Judge (Hearing Officer) is informed in order to continue with the due process procedures accordingly. Mediation procedures under this alternative must take place within the due process timelines. If an agreement is not reached during the mediation, the hearing shall proceed, and a decision reached within the 45-day term.

When mediation is requested outside of a due process complaint, the Secretarial Unit is also in charge of the process of receiving, entering the data, and tracking the progress of the mediation. These mediations do not face the time constraints of those entered within the realm of a due process complaint. Information regarding the mediation option is also available on the PRDE website as well as in the PRDE SAEЕ Procedures Manual.

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

Activity	Discussion
1. Include mediation as part of the statewide Personnel Development System to ensure adequate comprehension and implementation of mediation process.	PRDE, in a continuous and on-going basis, has arranged formal and informal orientations and trainings for its teachers and school personnel through its general supervisors and district supervisors. Mediation is included in the trainings.

Activity	Discussion
	<p>For FFY 2012 the Legal Division Unit provided orientation island-wide to special education personnel from the 7 educational regions regarding due process complaints, the resolution process, and the mediation process.</p>
<p>2. Disseminate mediation process to schools and public.</p>	<p>As reported in the FFY 2008 APR, final approval of the SAEE Procedures Manual required review by and discussion with the Rosa Lydia Velez plaintiffs' class. Many meetings and administrative hearings were held to reach an agreement, and in December 2009, the class and PRDE finally approved the new manual and applications.</p> <p>SAEE has used its Procedures Manual to help guide its activities and help to ensure that it implements its mediation process in a uniform manner across the island.</p> <p>When a parent registers a child for special education, in the CSEE, an orientation is provided which includes an overview of the mediation process. Additionally, PRDE distributes a brochure regarding the mediation process across the schools, CSEEs, and districts; and, the PRDE Parent Assistance Unit conducts activities promoting the mediation option.</p> <p>PRDE has continued dissemination efforts through informational meetings at the CSEEs in collaboration with the CSEE, Parents Unit, district social workers, and APNI (PR PTA).</p>
<p>3. Include mediation as part of the focused monitoring system.</p>	<p>The PRDE Secretarial Unit for Provisional Remedy handles monitoring/oversight of the mediation program and process.</p>
<p>4. Encourage and publicize mediation options.</p>	<p>See progress reported for activity # 2 above.</p>
<p>5. Provide on-going training to mediators.</p>	<p>PRDE continues to provide on-going training for mediators.</p>

Activity	Discussion
6. Collect evaluation feedback from mediators and mediation participants.	PRDE continued to use and collect the evaluation to receive feedback from the mediation process participants.
7. Analyze evaluation feedback materials to help identify mediation skills that enhance likelihood of mediation resulting in agreement.	See progress reported for activity # 6 above.
8. Schedule Mediations in a timely manner.	<p>Since the implementation of the resolution process, the volume of mediations has decreased because parents now have another process to sort out disputes regarding special education services.</p> <p>For FFY 2012, PRDE did not experience any difficulties regarding the timely coordination of mediations.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

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.

Glossary of terms:

ACRONYM	MEANING	SPANISH TRANSLATION
APR	Annual Performance Report	Informe de Ejecución Anual
ESEA	State Educational Agency	Agencia Educativa Estatal (N/A a Puerto Rico)
FAPE	Free and Appropriate	Educación Pública Gratuita y Apropriadada
FFY	Federal Fiscal Year (July – June)	Año Fiscal Federal
IDEA	Individuals with Disabilities Educational Improvement Act	Acta para mejorar la educación de los individuos con impedimentos
IEP	Individualized Educational Program	Programa Educativo Individualizado (PEI)
LEA	Local Educational Agency	Agencia Educativa Local (N/A a Puerto Rico)
LRE	Least Restrictive Environment	Ambiente educativo menos restrictivo
MIPE	My Special Portal	Mi Portal Especial
MCU	Monitoring and Compliance Unit	Unidad de Monitoria y Cumplimiento
OPPI	Advocate for Persons with Disabilities	Oficina del Procurador para las Personas con Impedimentos
OSEP	Office of Special Education Programs	Oficina de los Programas de Educación Especial
PRDE	Puerto Rico Department of Education	Departamento de Educación de Puerto Rico
SAAPE	Department of Labor Auxiliary Secretariat for the Promotion of the Employment	Departamento del Trabajo Secretaria Auxiliar de Adiestramiento y Promoción a Empleo
SAEE	Associate Secretariat of Special Education	Secretaria Asociada de Educación Especial
SERRC	South East Regional Resource Center	Centro de Recursos de la Región del Sureste
SIS	Student Information System	Sistema de Información Estudiantil (SIE)
SPP	State Performance Report	Informe de Ejecución del Estado
TA	Technical Assistance	Asistencia Técnica