

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

During August 2005, the Puerto Rico Department of Education, Special Education Programs received technical assistance from its OSEP state contact on the requirements and specific areas to be developed for the State Performance Plan. Following that technical assistance, SEP established a framework and schedule to ensure the timely identification of pertinent data sources and information needed for the development of the Plan.

Three main data sources were identified; the Planning Division and Evaluation Division, Academic Affairs Office, and the Planning Unit of the Special Education Program. In order to ensure collection of the data needed, forms were designed and disseminated to the identified sources, following several meetings with stakeholders involved in the data collection.

A first draft of the plan was issued and disseminated to Special Education Program's personnel for the first round of input. It was also discussed with the Academic Affairs Office representatives.

During the October 2005 Advisory Panel meeting, PRDE informed the Panel of the requirements of the Plan and agreed to send the final draft to receive Panel's input. Efforts to disseminate the Plan's draft through the PRDE's web page were interrupted due to a mayor failure in the net.

The final draft was sent to the Advisory Panel Chair for its distribution among the Panel members. The Panel Chair distributed the plan and solicited their input. The plan was also shared with PRDE's key personnel. In January 2006, PRDE will disseminate information on the content of the Plan using islandwide circulation newspapers. In addition, copies of the Plan will be distributed to regions and school districts.

ADDENDUM: This SPP was first updated along with Puerto Rico's FFY 2005 APR Submission on February 1, 2007 in order to include new indicators. It was again updated to reflect changes made in Puerto Rico's FFY 2006 APR Submission submitted February 1, 2008. A second updated was made after OSEP clarification letter period in April 2008 that included new targets and some others improvement activities as required. A third update, submitted April 7, 2009, incorporates the SPP revisions proposed in PRDE's FY 2007 APR submission, subsequently approved by OSEP in its *Puerto Rico Part B FFY 2007 SPP/APR Status Table* sent to PRDE on March 30, 2009. The most recent update, submitted April 12, 2010, incorporates the SPP revisions proposed in PRDE's FY 2008 APR submission, subsequently approved by OSEP in its *Puerto Rico Part B FFY 2008 SPP/APR Status Table* sent to PRDE on March 31, 2010.

Part B State Performance Plan (SPP) for 2005-2010

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.

Overview of Issue/Description of System or Process:

PRDE is proposing changes in its baseline data and targets in its FFY 2006 APR. Those changes are reflected herein.

The requirement for this indicator has changed for this year's submission (FFY 2006 APR submission) and now allows the SEA the option to report only the percent of youth with IEPs graduating from high school with a regular diploma without making a comparison to the percent of all youth graduating with a from high school. In accordance with these new changes, Puerto Rico is revising its baseline so that data for Indicator 2 is measured consistently.

PRDE is using the Section 618 Data Report, Table 4 Report of Children with Disabilities Exiting Special Education, as the data source for this indicator. Technical Assistance was provided by DAC and SERCC in helping PRDE understand its data sources and calculations. Puerto Rico is using the federal definition for graduation rate. This is calculated using data from the 'All Disabilities' page (tab 13 of Table 4). Data from row B ('graduated with regular high school diploma') constitutes the numerator with the total of summing 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') constituting the denominator. Puerto Rico herein is reporting its data under this approach to Indicator 1 for FFY 2004, FFY 2005, and FFY 2006.

The technical assistance and clarifications provided by OSEP, SERRC, and DAC allowed PRDE to have a better understanding of what is required in this indicator. PRDE herein establishes and reports its updated baseline for FFY 2004, to appropriately set its measureable and rigorous targets, its actual target data for FFY 2005 and FFY 2006, and its improvement activities.

Baseline Data for FFY 2004 (2004-2005) and Actual Target Data for FFY 2005 (2005-2006) and FFY 2006 (2006-2007):

Baseline Data for FFY 2004:

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)
1024	302	123	24	1309	2782

Baseline Measurement for FFY 2004:

B. Graduated with regular high school diploma	Divided by (B + C + D + E + G)	FFY 2004 Baseline Data
1024	0.3681	<u>36.81%</u>

Actual Data for FFY 2005:

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)
1261	253	78	27	668	2287

Actual Measurement for FFY 2005:

B. Graduated with regular high school diploma	Divided by (B + C + D + E + G)	FFY 2005 Actual Target Data
1261	0.5514	<u>55.14%</u>

Actual Data for FFY 2006:

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)
1260	157	47	14	455	1933

Actual Measurement for FFY 2006:

B. Graduated with regular high school diploma	Divided by (B + C + D + E + G)	FFY 2006 Actual Target Data
1260	0.6518365	<u>65.18%</u>

Discussion of Baseline Data:

Data reviews demonstrated that a total of 1024 students graduated from high school out of the 2782 students who exited the 2004-05 school year. Graduation rate based on 618 data for the 2004-05

school year was calculated using the data from graduation tab 13 all disabilities row B divided by all exits from school tab 13 rows B,C,D,E and G. PRDE used this data to set a new baseline. After recalculations our graduation rate for 2004-2005 was 36.81%.

PRDE reported in Table 4 for 2005-06 school year a total of 1261 graduating students out of the 2287 students who exited that year. This represented a 55.14% graduation rate. Comparisons between percents showed a significant improvement between 2004-05 and 2005-06 school years. The progress demonstrated can be due to better student placement policies and availability. The regular classroom with resource room placement for Special Education services is the most frequently used placement option. Every year we have seen continuous opportunities provided so that the students can attend regular classes with their corresponding accommodations. This placement is more likely and accessible to the special education students. Once the student is enrolled in regular classes, his participation in his community based school is broader and provided with the proper curriculum adaptations and accommodations special education students have the opportunity to compete for his/her regular education diploma. For regular students PRDE has established a minimum of 21 credits in academic and not academic areas to obtain a regular diploma and this also applies to those Special Education students enrolled in regular classrooms. Policy revisions have allowed for special education students to participate in more academic and vocational options. Policy revisions have also allowed special education students to earn credits for their attendance and performance in resource rooms. Students with learning disabilities, speech and language problems, deaf, vision impairments and diagnosed with autism spectrum are students who enjoy the most from the inclusion and some other ways of regular class integration. More and more students benefit from these placements that allow having most of the population enrolled affording them the opportunity to compete with significant positive results. PRDE also did training on the exiting definitions and made clarifications between graduated, received a certificate, and reached maximum age. These clarifications aided PRDE personnel in correctly identifying graduating students instead of classifying them as received a certificate or reached maximum age.

The data reported herein for the 2006-2007 school year comes from PRDE’s revised 618 Table 4, which was submitted to Westat and OSEP simultaneously on April 14, 2008. For the 2006-2007 school year a total of 1260 Special Education students graduated from high school out of the 1933 students who were reported as exiting in the 2006-2007 school year. Graduation rate based on 618 data for the 2006-07 school year is 65.18% for special education students. Because of concerns with its initial 618 exiting table data for 2006-2007, PRDE conducted a thorough data validation review. The SAAE has developed a state wide data management system (SeasWeb). The data for the 2006-07 exiting report was taken from the data base collected to populate the information system. Due to factors related to the transition between the information systems, PRDE SAAE had concerns with the initial data. PRDE SAAE’s thorough data validation review included meetings with general and district supervisors as well as Special Education Service Center and School District staff to review, validate, and confirm the exiting data. The validation and review of the data leads us to believe that the updated data is valid and reliable.

FFY	Measurable and Rigorous Target
2004	A new baseline has been established:

(2004-2005)	36.81%
2005 (2005-2006)	Actual Target Data: 55.14%
2006 (2006-2007)	Actual Target Data: 65.18%
2007 (2007-2008)	Maintain FFY 2006 Data
2008 (2008-2009)	65.5%
2009 (2009-2010)	66%
2010 (2010-2011)	66.5%

Improvement Activities/Timelines/Resources (as revised in FFY 2007 APR):

Having a new baseline PRDE is reporting new improvement activities. PRDE reserves the right to adjust its baseline and targets as necessary to ensure meaningful performance reports.

Activities	Timelines	Resources
1. Maintaining special education support, placement options, streamlined procedures, transition planning available to IEP students in high schools as a means of working to maintain a high graduation rate.	On-going	Special Education General and District Supervisors
2. Maintaining special education	On-going	Special Education

<p>support and professional development, technical assistance available to high school teachers and other personnel.</p>		<p>General and District Supervisors</p>
<p>3. Continue to monitor graduation rates and foster retention in schools.</p>	<p>On-going</p>	<p>Special Education General and District Supervisors</p>
<p>4. Evaluate Table 4 data collection methods and participate in activities to help ensure reliable data collection; continue data validation activities.</p>	<p>March 2008, continuously</p>	<p>Special Education General Supervisors (Central Level)</p>
<p>5. Explore and develop activities regarding alternatives for students' school retention and to promote improved graduation rates.</p>	<p>March to June 2009</p>	<p>SAEE Academic Affairs Program Stakeholder groups PR PTA</p>

Part B State Performance Plan (SPP) for 2005-2010

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 using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Overview of Issue / Description of System or Process:

PRDE is proposing changes in its baseline data and targets in its FFY 2006 APR. Those changes are reflected herein.

The requirement for this indicator has changed this year and now allows the SEA the option to report only the percent of youth with IEPs dropping out of high school without making a comparison to the percent of all youth dropping out of high school. In accordance with these new changes, Puerto Rico is revising its baseline so that the data for Indicator 2 is measured consistently.

PRDE is using the Section 618 Data Report, Table 4 Report of Children with Disabilities Exiting Special Education, as the data source for this indicator. Technical Assistance was provided by DAC and SERCC in helping PRDE understand its data sources and calculations. Puerto Rico is using the federal definition for drop-out rate. This is calculated using data from the 'All Disabilities' page (tab 13 of Table 4). Data from row G ('dropped out') constitutes the numerator with the total of summing 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') constituting the denominator. Puerto Rico herein is reporting its data under this approach to Indicator 2 for FFY 2004, FFY 2005, and FFY 2006.

The technical assistance and clarifications provided by OSEP, SERRC, and DAC allowed PRDE to have a better understanding of what is required in this indicator. PRDE herein establishes and reports its updated baseline for FFY 2004, to appropriately set its measureable and rigorous targets, its actual target data for FFY 2005 and FFY 2006, and its improvement activities.

Baseline Data for FFY 2004 (2004-2005) and Actual Target Data for FFY 2005 (2005-2006) and FFY 2006 (2006-2007):

Baseline Data for FFY 2004:

B. Graduated	C. Received a	D. Reached	E. Died	G. Dropped	(B + C + D)
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with regular high school diploma	certificate	Maximum Age		out	+ E + G)
1024	302	123	24	1309	2782

Baseline Measurement for FFY 2004:

G. Dropped Out	Divided by (B + C + D + E + G)	FFY 2004 Baseline Data
1309	0.4705	47.05%

Actual Data for FFY 2005:

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)
1261	253	78	27	668	2287

Actual Measurement for FFY 2005:

G. Dropped Out	Divided by (B + C + D + E + G)	FFY 2005 Actual Target Data
668	0.2921	29.21%

Actual Data for FFY 2006:

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)
1260	157	47	14	455	1933

Actual Measurement for FFY 2006:

G. Dropped out	Divided by (B + C + D + E + G)	FFY 2006 Actual Target Data
455	0.2353854	23.54%

Discussion of Data:

The requirement for this indicator has changed and it allows the SEA the opportunity to report only the percent of youth with IEP'S dropping out from high school. PRDE collects drop out data for students with IEPs as per Section 618 data reporting requirements. The data is disaggregated by disability and age. PRDE defines "dropping out" for students with IEPs as students who leave school prior to completing the academic program, which is consistent with the definition used in Section 618 data report.

PRDE used Section 618 Data Report, Table 4, as the data source for this indicator. Technical Assistance was provided by DAC and SERCC in helping PRDE understand its data sources and calculations. The data was revised and a new baseline was established for PRDE. Data reviews demonstrated that a total of 1309 students dropped out from high school out of the 2782 students who exited the 2004-05 school year. Dropout rate based on 618 data for the 2004-05 school year was calculated using the data from the drop out tab 13 all disabilities row G divided by all exits from school tab 13 rows B,C,D,E and G. PRDE used this data to set a new baseline. After recalculations our drop out rate for 2004-2005 was 47.05%.

PRDE reported in Table 4 for 2005-06 school year a total of 668 students dropped out of the 2287 students who exited that year. This represented a 29.21% drop out rate. Comparisons between percents showed a significant improvement between 2004-05 and 2005-06 school years. The progress demonstrated can be due to the same reasons we saw an increase in graduation rates such as: better student placement policies and availability. PRDE did training on the definitions of drop outs and provided technical assistance to schools that were reporting drop outs. Social workers and other staff have been trained on providing options for students who are in risk of dropping out of schools.

The data reported herein for the 2006-2007 school year comes from PRDE's revised 618 Table 4, which was submitted to Westat and OSEP simultaneously on April 14, 2008. For the 2006-2007 school year a total of 455 Special Education students were reported as drop outs from high school out of the 1966 students who were reported as exiting in the 2006-2007 school year. Drop-out rate based on 618 data for the 2006-2007 school year is 23.54% for special education students. Because of concerns with its initial 618 exiting table data for 2006-2007, PRDE conducted a thorough data validation review. The SAEE has developed a state wide data management system (SeasWeb). The data for the 2006-2007 exiting report was taken from the data base collected to populate the information system. Due to factors related to the transition between the information systems, PRDE SAEE had concerns with the initial data. PRDE SAEE's thorough data validation review included meetings with general and district supervisors as well as Special Education Service Center and School District staff to review, validate, and confirm the exiting data. The validation and review of the data leads us to believe that the updated data is valid and reliable

The technical assistance and clarifications provided by OSEP allowed PRDE to have a better understanding of what is required in this indicator. PRDE has established a new baseline that will allow us the opportunity to reset new targets and set new improvement activities.

FFY	Measurable and Rigorous Target
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<p>2004 (2004-2005)</p>	<p>A new baseline has been established: 47.05%</p>
<p>2005 (2005-2006)</p>	<p>Actual Target Data: 29.21%</p>
<p>2006 (2006-2007)</p>	<p>Actual Target Data: 23.54%</p>
<p>2007 (2007-2008)</p>	<p>Maintain 2006 target</p>
<p>2008 (2008-2009)</p>	<p>23%</p>
<p>2009 (2009-2010)</p>	<p>22.5%</p>
<p>2010 (2010-2011)</p>	<p>22%</p>

Improvement Activities / Timelines / Resources *(Updated 2006-2007)*

Having a new baseline PRDE is reporting new improvement activities. PRDE reserves the right to adjust its baseline and targets as necessary to ensure meaningful performance reports.

Activities	Timelines	Resources
<p>1. Increase special education support available to high school students.</p>	<p>On-going</p>	<p>Special Education General and District Supervisors</p>
<p>2. Increase special education support for teachers and other high school</p>	<p>On-going</p>	<p>Special Education General and District</p>

personnel.		Supervisors
3. Target in and provide supports to districts that are reporting higher numbers of students dropping out of high schools.	March 2008 – May 2008	Special Education General and District Supervisors
4. Continue to collect and validate drop out data for IEP students.	On-going	Data Information Unit

Part B State Performance Plan (SPP) for 2005-2010

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 targets for the disability subgroup. **Puerto Rico is a unitary system, thus part A is not applicable to PRDE.**
- 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. AYP percent = $[(\# \text{ of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup}) \div (\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size})] \times 100$.
- B. Participation rate percent = $[(\# \text{ of children with IEPs participating in the assessment}) \div (\text{total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math})]$. 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 = $[(\# \text{ of children with IEPs enrolled for a full academic year scoring at or above proficient}) \div (\text{total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math})]$.

Overview of Issue / Description of System or Process:

In OSEP’s Analysis of PRDE’s FFY 2005 APR Indicator 3 submission, OSEP asked PRDE to recalculate the baseline data for this. As such, PRDE proposed changes to its Indicator 3 SPP in its FFY 2006 APR submission as follows.

PRDE administered its island wide criterion referenced assessment for the 2006-07 school year. The tests are known as the Pruebas Puertorriqueñas de Aprovechamiento Academico (PPAA) and the Pruebas Puertorriqueñas de Evaluación Alterna (PPEA). The PPEA is the AA-AAS administered to students with significant cognitive disabilities.

The state assessment system ensures the participation of regular and IEP students, grades 3-8 and 11 in Spanish, Math, English as a Second Language and Science 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. Training was provided island wide on the use of accommodations for students with disabilities.

After participating in the technical assistance sessions provided by OSEP, PRDE has a better understanding of the data requirements for Indicator 3. Regular and Special Education personnel have come together and are working collaboratively with the Evaluation Unit. Personnel have been assigned to the Evaluation Unit who are responsible for the assessment data files management. PRDE went through a process of data mining for the past three years. We have revised and updated the assessment data files for 2004-05, 2005-06 and 2006-07. The data was revised so as to more readily render the data based on the measurement table for Indicator 3. Charts of this data and measurements are included below.

Baseline / Actual Target Data for FFY 2004, FFY 2005, FFY 2006:

Data and measurements for FFY 2004, FFY 2005, and FFY 2006 for both Indicator 3B, Participation, and Indicator 3C, Proficiency Rates, are set out below.

FFY 2004

Actual Target Data and Measurement for Part B, Participation, for FFY 2004:

Data Year and Examination	a. # of children with IEPs in grades assessed	b. # of children with IEPs in regular assessment (RA) with no accomm.	c. # of children with IEPs in regular assessment (RA) with accomm.	d. # of children with IEPs in alternate assessment (AA) against grade level standards (GLS)	e. # of children with IEPs in alternate assessment (AA) against alternate achievement standards (AAS)	Measurement [[(b + c + d + e) / a] x 100]
2004-2005, Spanish Participation	48,789	15,914	25,622	0	6,159	<u>97.76%</u>
2004-2005, Math Participation	48,789	15,840	25,692	0	6,132	<u>97.69%</u>

Actual Target Data and Measurement for Part C, Proficiency, for FFY 2004:

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]
2004-2005, Spanish Proficiency	48,789	5,800	9,499	0	4,128	<u>39.82%</u>
2004-2005, Math Proficiency	48,789	15,840	25,692	0	3,040	<u>46.32%</u>

FFY 2005

Actual Target Data and Measurement for Part B, Participation, for FFY 2005:

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 GLS	e. # of children with IEPs in AA against AAS	Measurement [[(b + c + d + e) / a] x 100]
2005-2006, Spanish Participation	48,547	18,324	27,351	0	2,257	<u>98.73%</u>
2005-2006, Math Participation	48,547	18,288	27,248	0	2,257	<u>98.44%</u>

Actual Target Data and Measurement for Part C, Proficiency, for FFY 2005:

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]
2005-2006, Spanish Proficiency	48,547	5,065	7,284	0	664	<u>26.80%</u>
2005-2006, Math Proficiency	48,547	6,548	9,856	0	611	<u>35.05%</u>

FFY 2006

Actual Target Data and Measurement for Part B, Participation, for FFY 2006:

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 GLS	e. # of children with IEPs in AA against AAS	Measurement [[(b + c + d + e) / a] x 100]
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2006-2007, Spanish Participation	53,805	15,398	34,088	0	1,907	<u>95.52%</u>
2006-2007, Math Participation	53,805	15,671	34,611	0	1,902	<u>96.99%</u>

Actual Target Data and Measurement for Part C, Proficiency, for FFY 2006:

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]
2006-2007, Spanish Proficiency	53,805	4,591	10,814	0	661	<u>29.86%</u>
2006-2007, Math Proficiency	53,805	5,859	13,824	0	666	<u>37.82%</u>

Discussion of Baseline / Actual Data for FFY 2004, FFY 2005, FFY 2006:

PRDE resets its baseline based on the results of this data review. PRDE's baseline was set based on the 2005-06 data. PRDE considers FFY 2005's data to be a better reflection of participation and performance over the FFY 2006 data. The 2004-2005 academic year was the last year PRDE administered the *Metas e Indicadores* alternate assessment instrument before transitioning into the revised *Pruebas Puertorriqueñas de Evaluación Alternativa* in 2005-2006. The *Metas and Indicadores Assessment Instrument* for students with significant cognitive disabilities and criteria for administration did not meet federal requirements. We therefore understand that the 2004-05 data did not properly reflect actual student performance and proficiency.

The data for the FFY 2006 assessments demonstrate an increase in proficiency for both Spanish and Math. The participation rate decreased slightly in both Spanish and Math; however, it is important to note the significant overall increase in number children with IEPs in grades assessed between these two

years. Although the participation rates decreased slightly (3.21% for Spanish, and 1.45% in Math), the total number of students with IEPs participating increased by more than 3,000 students island-wide.

A summary of the participation and proficiency rates for Spanish and Math for FFY 2005 and FFY 2006 is listed in the table below. Commentary about the changes from FFY 2005 to FFY 2006 are included in the table as well.

Subject/Participation/Proficiency	2005-06	2006-07	Commentary
PARTICIPATION: Spanish	98.73%	95.52%	Participation decreased by 3.21%
PROFICIENCY: Spanish	26.80%	29.86%	Proficiency increased by 3.06% PRDE surpassed the .2% increase set for the 2006 target, thus meeting its FFY 2006 target.
PARTICIPATION: Math	98.44%	96.99%	Participation decreased by 1.45%
PROFICIENCY: Math	35.05%	37.82%	Proficiency increased by 2.77% PRDE surpassed the .2% increase set for the 2006 target, thus meeting its FFY 2006 target.

Using the FFY 2005 data as the baseline, PRDE set out its measurable and rigorous targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p><i>A new baseline has been established:</i></p> <p><u>Indicator 3B:</u> Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessments against alternate achievement standards:</p> <p style="text-align: center;"><u>Spanish:</u> 98.73%</p> <p style="text-align: center;"><u>Math:</u> 98.44%</p> <p><u>Indicator 3C:</u> Proficiency rate for children with IEPs against grade level standards and</p>

	<p>alternate achievement standards:</p> <p><u>Spanish</u>: 26.80%</p> <p><u>Math</u>: 35.05%</p>
<p>2006 (2006-2007)</p>	<p><u>INDICATOR 3B TARGET PREV EST'D</u>: Increase the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessments against alternate achievement standards by: .2%</p> <p>TARGET Missed. ACTUAL DATA:</p> <p><u>Spanish</u>: 95.52% (Decreased 3.21%)</p> <p><u>Math</u>: 96.99% (Decreased 1.45%)</p> <p><u>INDICATOR 3C TARGET PREV EST'D</u>: Increase the proficiency rate for children with IEPs against grade level standards and alternate achievement standards by: .2%</p> <p>TARGET EXCEEDED. ACTUAL DATA:</p> <p><u>Spanish</u>: 29.86% (Increased 3.06%)</p> <p><u>Math</u>: 37.82% (Increased 2.77%)</p>
<p>2007 (2007-2008)</p>	<p><u>INDICATOR 3B</u>: Return to Baseline (98.73% for Spanish, 98.44% for Math)</p> <p><u>INDICATOR 3C</u>: Increase to 32% for Spanish and 39% for Math</p>
<p>2008 (2008-2009)</p>	<p><u>INDICATOR 3B</u>: Maintain Baseline (98.73% for Spanish, 98.44% for Math)</p> <p><u>INDICATOR 3C</u>: Increase to 35% for Spanish and 40% for Math</p>
<p>2009 (2009-2010)</p>	<p><u>INDICATOR 3B</u>: Maintain Baseline (98.73% for Spanish, 98.44% for Math)</p> <p><u>INDICATOR 3C</u>: Increase to 37.5% for Spanish and 42% for Math</p>
<p>2010 (2010-2011)</p>	<p><u>INDICATOR 3B</u>: Maintain Baseline (98.73% for Spanish, 98.44% for Math)</p>

	<p>INDICATOR 3C: Increase to 38.5% for Spanish and 43% for Math</p>
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PRDE administered a revised regular and alternate assessment (AA-AAS) island wide for the 2008-2009 school year. The tests are known as the Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA) and the Pruebas Puertorriqueñas de Evaluación Alterna (PPEA). The PPEA is the AA-AAS administered to students with significant cognitive disabilities.

Improvement Activities/Timelines/Resources:

PRDE revised its baseline data after completing the data validation process and sets the following improvement or maintenance activities:

Activities	Timelines	Resources
1. Support personnel development for the teaching methodologies, teaching to grade level standards, and teaching best practices	August – May 2009	Special Education and Academic Affairs Office
2. Increase technical assistance and support to regular and special education teachers and service providers on teaching strategies and methodologies	August – May 2009	Special Education and Academic Affairs Office
3. Continue TA for regular and special education teachers on the use of accommodations for students with disabilities	August – May 2009	Special Education and Academic Affairs Office

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

PRDE will meet with Stakeholders by June 30, 2010 to revise its baseline for Indicator 3C. Due to the fact that a new and significantly revised test was given during the 2008-2009 test administration, PRDE’s performance under Indicator 3C for both Spanish and Math cannot properly be compared to the proficiency rates demonstrated in prior years. During the 2007-2008 school year, PRDE revised its content standards and grade level expectations. This year’s assessments were designed to clearly define learning expectations with much more rigor. The proficiency rates on the new 2008-2009 assessment shall be used as baseline data to set appropriate measurable and rigorous targets for future years.

FFY 2008 Baseline: The proficiency data for the 2008-2009 assessments demonstrate a 24.27% proficiency rate for Spanish and 19.30% proficiency rate for Math.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

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

As described in Indicator 3, PRDE is a unitary system and is therefore both the state educational agency and the local educational agency (LEAs). For organizational purposes, PRDE has created 84 districts and 10 regions; however, these districts are not LEAs for either IDEA or NCLB purposes.

Baseline Data for FFY 2004 (2004-2005):

Table I: Suspended/Expelled by Disability

Disability	Unilateral removals by school personnel			Removals Based on Hearing Officers Decisions	Suspensions and Expulsions > 10 days		
	Unduplicated count	Unilateral removal for drugs	Unilateral removal for arms	Removal by Hearing Officers Decisions	Unduplicated count	Single suspensions	Multiple suspensions
Emotional Disturbance	1			0	1	0	1
Specific Learning Disability	2	1	2	0	2	0	2
TOTAL	3	1	2	0	3	0	3

Table II: Suspended/Expelled by School District:

District	# of students
1. Vega Alta	1
2. Aguada	1
3. Mayagüez	1

Discussion of Baseline Data:

All of PRDE’s schools submitted reports on the number of suspension/expulsion rates for students with IEPs. Three schools reported suspended/expelled IEP students for the 2004-2005 school years. The remaining schools reported no incidents of expulsion and suspension for that period. The three districts with schools reporting suspended/expelled IEP students are:

1. Vega Alta
 - As of December 2004, 978 IEP students were served. One suspended student represents .1% of district’s overall enrollment.
2. Aguada
 - As of December 2004, 1359 IEP students were served. One suspended student represents .07% of district’s overall enrollment.
3. Mayagüez
 - As of December 2004, 1655 IEP students were served. One suspended student represents .06% of district’s overall enrollment.

The PRDE December 2004 Child Count reported a special education enrollment of 87,485. Three students represent .003% of that enrollment. No significant discrepancies are identified in the suspension/expulsion rate among districts.

Three IEP students were reported as suspended for more than 10 days Islandwide. Of these students, two were reported as students with specific learning disabilities and one was identified as emotionally disturbed.

No students with IEPs were reported as expelled from the educational system during 2004 – 2005.

FFY	Measurable and Rigorous Target
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2005 (2005-2006)	Maintain the actual percentage of IEP students suspended/expelled for more than 10 days
2006 (2006-2007)	Maintain the actual percentage of IEP students suspended/expelled for more than 10 days
2007 (2007-2008)	Maintain the actual percentage of IEP students suspended/expelled for more than 10 days
2008 (2008-2009)	Maintain the actual percentage of IEP students suspended/expelled for more than 10 days
2009 (2009-2010)	Decrease to .002% the actual percentage of IEP students suspended/expelled for more than 10 days
2010 (2010-2011)	Decrease to .001% the actual percentage of IEP students suspended/expelled for more than 10 days

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
1. Include discipline compliance in the focused monitoring efforts for the duration of the plan.	January 2006	PRDE Special Education Compliance Unit
2. Review schools and school districts' self assessment to ensure practices regarding expulsion /suspension are consistent with the procedures established by the SEA.	Annually, beginning in August 2006	PRDE Special Education Compliance Unit, School Districts Personnel
3. Review 100% of the files of suspended/expelled students reported annually in 618 data report to ensure compliance with established procedures.	Annually, beginning in February 2006	PRDE Special Education Compliance Unit
4. Include discipline as part of the Statewide Personnel Development System to ensure a broader comprehension and implementation of requirements.	Continuous, beginning in August 2006	PRDE Special Education Program

Revised Improvement Activities/Timelines/Resources as per FFY 2006 APR:

Activity	Timelines	Resources
1. Personnel training for the use of the manual for positive behavior supports and functional behavior analysis	August 2008	Special Education General Supervisors
2. Continue to support regular and education teachers in the use of best practices for discipline procedures.	On-going	Special Education General and District Supervisors

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 4(b): Rates of suspension and expulsion:

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

(20 U.S.C. 1416(a)(3)(A); 1412(a)(2))

Measurement:

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

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

This particular indicator requires collection of data on number of districts identified by the State as having discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race or ethnicity. However, PRDE is a unitary system and is the both the state educational agency and the local educational agency. PRDE has established 84 districts within 10 regions for organizational purposes, but these districts and regions do not function as local educational agencies.

Due to the nature of Puerto Rico's population using the Federal race/ethnicity categories, it no significant discrepancy has been identified. If through its continued data collection efforts, PRDE determines that the racial make-up of students with IEPs changes.

Refer to Indicators 9 and 10 for additional explanation.

Part B State Performance Plan (SPP) for 2005-2010

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.

Overview of Issue/Description of System or Process:

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

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

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

Baseline Data for FFY 2004 (2004-2005):

		IEP students served in other environments
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IEP students removed from regular class less than 21% of day		IEP students removed from regular class greater than 60% of the day		Private and Public separate schools		Residential placements		Homebound hospital	
#	%	#	%	#	%	#	%	#	%
57,857	72.9	11,750	14.8	944	1.1	15	.02	162	.20

- A. # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100. 72.9% $[57,857 \div 79,300 \times 100]$
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100. 14.8% $[11,750 \div 79,300 \times 100]$
- C. Percent = # of children with IEPs served in public or private separate schools 1.1%, residential placements .02%, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100. .20% $[944 \div 79,300 \times 100]$ $[15 \div 79,300 \times 100]$ $[162 \div 79,300 \times 100]$

Discussion of Baseline Data:

As of December 2004, PRDE reported a total of 79,300 IEP students, ages 6 to 21. Of those 72.9% or 57,857 students received services on regular classrooms 79% or more of the school day. The national trend (Westat December 2003 Part B trend data at www.ideadata.org) for IEP students served in this least restrictive category or (> 21% of the school day in regular class) is 50%. Comparing PRDE IEP students in this category to the Westat’s December 2003 trend data of the previous year, PRDE serves approximately 23% more students in this environment than the national average.

The number of total IEP students removed from regular class for more than 60% of the school day informed in the December 2004 Child Count were 11,740. They represent 14.8 % of the total IEP students enrollment. When compared to the national trend, in this environment, PRDE is serving 3.7% less than the national average.

Regarding IEP students placed in other environments, 944 (1.1%) were placed in private/public separate schools, 15 (.02%) attended residential institutions, and 162 (.20%) were served homebound or hospital bound.

Westat 2003 Part B Trend Data	Enrollment	%	PRDE 2004 Child Count	%
- Total special education enrollment ages 6-21	5,976,558		79,300	

- Special education students who spent less than 21% of the day outside regular class	2,981,334	49.8	57,857	72.9
- Special education students who spent less than 60% of the day outside regular class	1,106,660	18.5	11,740	14.8
- Special education students placed in private/public separate schools	65,912	1.1	944	1.1
- Special education students placed in residential institutions	39,613	.6	15	.02
- Special education students placed in hospitals and homebound	26,871	.4	162	.20

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 72.9%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14.8%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.32%</p>
<p>2006 (2006-2007)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 73.5%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14.8%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.32%</p>
<p>2007 (2007-2008)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 73.5%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14.6%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.32%</p>
<p>2008 (2008-2009)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 74%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14.4%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.31%</p>
<p>2009 (2009-2010)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 74.5%</p> <p>Special education students who spent greater than 60% of the day outside regular</p>

	<p>class= 14.2%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.3%</p>
<p>2010 (2010-2011)</p>	<p>Special education students who spent less than 21% of the day outside regular class = 75%</p> <p>Special education students who spent greater than 60% of the day outside regular class= 14%</p> <p>Special education students placed in private/public separate schools; residential institutions; placed in hospitals and homebound = 1.29%</p>

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
1. Include training to regular teachers and personnel as part of the Statewide Personnel Development System.	Continuous, beginning in August 2006	PRDE Special Education Program, Academic Affairs Office
2. Include training for special education teachers and staff as part of the Statewide Personnel Development System	Continuous, beginning in August 2006	PRDE Special Education Program, Academic Affairs Office
3. Continue to monitor provision of appropriate special education services in schools	Continuous	PRDE Special Education Program, Academic Affairs Office
4. Increase special education support to students; accommodations, modifications, materials and equipment, assistive technology, related services.	Continuous	PRDE Special Education Program, Academic Affairs Office, School Districts
5. Increase special education support to personnel; technical assistance, consultations, best practices information dissemination	Continuous	PRDE Special Education Program, Academic Affairs Office

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

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

Baseline Data for FFY 2004 (2004-2005):

# of preschool children with IEP receiving special education and related services with typically developing peers		
Setting	#	%
Early childhood setting	5,122	63
Part time early childhood setting	658	8
Reverse mainstream	147	2
TOTAL	5,927	72.4

Total number of preschool IEP students
8,185

Discussion of Baseline Data:

Based on data from the December 2004 Child Count, 8,185 IEP preschool students received special education services, of those, 5,927 (72.4%) received services in settings with typically developing peers.

The national percentages, as per Westat (2003 trend data www.idea.org) of preschool students who are receiving special education and related services with typically developing peers is 51.4%. Comparing this data, PRDE has a 21% higher rate of serving preschool IEP students with typically developing peers.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percentage of preschool IEP students receiving services with typically developing peers 73%
2006 (2006-2007)	Percentage of preschool IEP students receiving services with typically developing peers 74%
2007 (2007-2008)	Percentage of preschool IEP students receiving services with typically developing peers 75%
2008 (2008-2009)	Percentage of preschool IEP students receiving services with typically developing peers 76%
2009 (2009-2010)	Percentage of preschool IEP students receiving services with typically developing peers 77.5%
2010 (2010-2011)	Percentage of preschool IEP students receiving services with typically developing peers 79%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
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<p>1. Include preschool services best practices in Statewide Professional Development System to train personnel from school districts and regions regarding preschool services in typical environments.</p>	<p>August 2006</p>	<p>PRDE Special Education Program APNI SERRC</p>
<p>2. Continue monitoring the implementation of the interagency agreements with Part C for a smooth transition process of preschools who exit Early Intervention Services and are eligible to Part B Services.</p>	<p>Annually beginning in 2006</p>	<p>PRDE Special Education Compliance Unit School Districts</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>Continuously</p>	<p>PRDE Special Education Compliance Unit School Districts</p>
<p>4. Increase cross agency training activities to promote collaboration for inclusive preschool services.</p>	<p>Annually beginning in 2006</p>	<p>PRDE Special Education Program Part C Program, Head Start Subgrantees SERRC</p>
<p>5. Monitor schools and school districts for compliance with LRE in preschool settings.</p>	<p>Annually beginning in 2006</p>	<p>PRDE Special Education Compliance Unit</p>

Part B State Performance Plan (SPP) for 2005-2010

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 = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. **Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.**
- c. **Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.**
- d. **Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.**
- e. **Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs**

assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered 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.

Overview of Issue/Description of System or Process:

This is a new indicator for which PRDE needs to collect data for the 2007 APR submission. In order to collect the data, the following activities will be carried out:

- 1- November 2005- January 2006: Establish and hold initial meetings of stakeholder work group including PRDE Special Education Program and Early Education Program, Head Start and Early Head Start representatives, Child Care Program representatives, and a subgroup from the Advisory Panel. This work group will establish a framework for the development and implementation of a statewide early childhood outcomes system. This workgroup will use, among other sources, materials designed by the Early Childhood Outcomes Center (EC0). The areas to be included in the EC outcomes system are: early language communication, skills, and social-emotional skills. Development of a draft plan to review or design and recommend the assessment tools, and the process for gathering and analyzing preschool outcomes data.
- 2- January - 2006: Dissemination of the draft plan to the public for input. Consideration of results of public participation.
- 3- January - February 2006: Adoption of final plan.
- 4- March - April 2006: Selection and training of pilot sites for the assessment tools and testing data gathering process. Selection and training of the sites to sample of the assessment tools.
- 5- May 2006: Examination, analysis, and adjustments of tools as per pilot results and, as required.

- 6- May - June 2006: Establish the sample population and train staff. A random sampling methodology which is a widely used methodology will be used. The sample selection as well as all statistical analysis will be assigned to a professional statistician to ensure validity and accuracy of data.
- 7- August - October 2006: Collection and reporting of data from sample sites.
- 8- October - November 2006: Data monitoring and validation to ensure its accuracy.
- 9- December 2006: Establishment of database for February 2007 APR Report.
- 10- December 2006 - January 2007: Establishment of targets and activities for 2007 - 2010 reporting periods with the stakeholders' working group.

Baseline data, Discussion of Baseline Data, and Improvement and Activities/Timelines/Resources:

These items are not required at this time. They will be provided in the appropriate APR submission (FFY 2008 APR submission, due February 1, 2010). Please see the FFY 2006 APR, submitted February 1, 2008 for updates, including entry and progress data.

Overview of Issue/ Description of System or Process:Background

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

On October 5 and 6, 2006, PRDE conducted a training with ECO and SERRC resources for supervisors, teachers, and Head Start representatives identified to lead the implementation of the indicator. Following that first training, PRDE's leadership personnel have provided continuous training activities and technical assistance to all regions and school districts. These activities included administrative, related services and teaching personnel, in an effort to provide the basic understanding of the requirement, the outcomes areas, and the process to gather the data.

Initially, OSEP's reporting requirements for this indicator as laid out for the FFY 2004 SPP submission, required baseline and rigorous target data be established and included with the February 1, 2008 FFY 2006 APR submission. At that time and with that understanding, PRDE proposed to choose a sample of children entering preschool services from August 1, 2006 to October 31, 2006 in the Bayamón and Morovis regions as its first cohort. The criteria used for this selection was based on representativeness of these regions in terms of geographical location, size, and special education enrollment. ECO provided technical assistance in the selection of the sample. PRDE's proposed second cohort was to include all children entering preschool programs from November 1, 2006 until June 30, 2007 island-wide.

As PRDE moved forward in implementing this initial plan, PRDE became aware of the need to develop a different approach to ensure the inclusion of sound and meaningful data for all children entering and exiting preschool services. This need was due to the fact that using the initial sampling approach, only a limited number of children from that sample that received services for more than 6 months, exited the program during 2006-2007, leading to very scarce progress data to report for the February 1, 2008 submission.

PRDE's Revised Approach to Gathering and Reporting Data for Indicator 7

In response to these concerns, PRDE determined it was necessary to revise its approach for data collection under Indicator 7. The new approach was developed using a phase-in schedule as follows:

PHASE I. Pilot, First Cohort, and Establishment of Baseline Data

- Pilot: All children entering preschool services in the (former) Morovis Region from August 1, 2006 to October 31, 2006. This group served as a pilot both for the process and the documents.
- First Cohort: All children entering preschool services in the Arecibo, Caguas, Humacao, and Mayagüez regions from November 1, 2006 to June 30, 2007, in addition to those students who entered through the pilot group. Because of the regional restructuring, the Morovis Region no longer exists as its own region, but rather, is now a part of the Arecibo Region.

This first cohort of children whose improvement in the three areas are being measured consist of all eligible preschool children who began receiving special education services in the former Morovis Region August 1-October 31 2006 as well as all eligible preschool children who began receiving special education services in the Arecibo, Caguas, Humacao, and Mayagüez Regions November 1, 2006 through June 30, 2007. This group includes children in all preschool placement alternatives for each of the included regions. One of the factors involved in selecting regions for this cohort was whether the presence of a Special Education Service Center open and functioning efficiently within the region. As the activities and process related to this indicator are new, intensive training efforts, technical assistance and validation process are extremely necessary to ensure personnel understanding of both the process and

the reporting. As such, PRDE decided it made sense to take advantage of the support for these activities that can be provided at the service centers.

Information gathered from the pilot group implementation guided changes to the process and the technical assistance needed. The total first cohort group, composed of all eligible preschool children from the Arecibo, Caguas, Humacao, and Mayaguez Regions who entered special education services from November 1, 2006 to June 30, 2007, represents the population of children served throughout the Island, and includes data from all preschool placement settings.

Of this first cohort, those who exit preschool services during at least six months after entering during FFY 2006, FFY 2007 and 2008, will constitute the group of students whose evaluation data will be used to establish PRDE's baseline data. This baseline data will be reported in the FFY 2008 APR, due February 1, 2010. In the FFY 2007 APR, due February 1, 2009, updated progress data for the first cohort will be reported.

PHASE II. Second Cohort, and Establishment Actual Data for Comparison to First Target

- Second Cohort: All children entering preschool services island-wide during FFY 2007 (July 1, 2007 through June 30, 2008). This adds the Bayamon, Ponce, and San Juan Regions to the regions already included in the First Cohort, thus constituting all regions, and thus all entering preschool children, island wide. At the end of this phase, PRDE will have all school districts island-wide reporting entry and exit data for all preschool children.

The first reporting of the second cohort will occur in the FFY 2007 APR due February 1, 2009. Therein, the number of children in this cohort, as well as progress data with this cohort will be reported in addition to the updated progress data for the first cohort as mentioned above. In the FFY 2008 APR due February 1, 2010, wherein the baseline and measureable targets will be established based on data from the first cohort, updated progress data on the second cohort will be reported. Then, in the FFY 2009 APR, due February 1, 2011, actual data from the second cohort will be reported and compared to the target data set for FFY 2009.

Once the second cohort has been identified, the entire island will be included. As such, for every proceeding year, the next group of students entering preschool services island-wide will be identified, tracked, and reported on in accordance with the appropriate schedule. I.e., Each school year, a new cohort of children will be identified and followed through its preschool years, along with those included in previous cohorts.

Policies and procedures for the outcomes assessment

All children 3 to 5, who receive special education services for the first time will have entry data collected, using the "Resumen de Resultados de la Intervención con el Niño(a) Preescolar", a translation of ECO's COSF. This form will be completed using existing information gathered from different sources, including formal and informal evaluations of the child, teachers' and other providers' input, and parental input. Various methods for collecting and sharing information can be used, including meetings, visits, and teleconferences.

When the child exits preschool services (reaches 6 years of age, needs no more services, or is no longer eligible), after receiving services for more than six months, exit data will be gathered, using the

same procedure to gather entry data, in order to determine if the child maintained a functioning comparable to same aged children, improved functioning comparable to same aged children, improved functioning near same aged children, improved functioning, but not sufficient to be near same aged children or did not improved functioning. PRDE is using the ECO criteria for defining “comparable to same age peers” (special education students who receive a 6 or a 7 on the COSF scale).

Measurement strategies to collect data

As part of PRDE’s preparation for the implementation of this new indicator, it received technical assistance from ECO and SERRC. A broad analysis of the requirement and the actual status of the assessment of preschool children on the Island reflected the following:

- existing assessment processes focus on individual children, not always allowing for program’s assessment and identification of strengths and weaknesses
- the existence of a variety of assessment procedures and techniques across the Island
- lack of assessment tools to measure OSEP’s preschool outcomes: positive-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs

PRDE selected the ECO COSF, translated the documents, designed the process for the data collection, and provided training to school personnel and administrators.

In using the COSF form, the group will gather available information and will determine the child’s performance level, compared with same aged children, using the 7 points score provided in the form. When the child exits from preschool services, the form will be completed again, addressing the question if there was an improvement when compared with the entry level functioning.

Although this process does not require a specific tool for the assessment and functioning determination, PRDE is encouraging school districts to use the Creative Curriculum Assessment Tool. This tool is based on developmental stages for preschool aged children and offers a qualitative measure of functioning in the four major areas of development: social-emotional, physical, cognitive, language. A brief description of the steps taken for the use of this tool will be included further in this report.

On an ongoing basis, school districts and schools will complete forms of children entering and exiting preschool services, and will report the data to the Central Level Special Education Program for its analysis and further reporting.

Baseline Data (For FFY 2006 and FFY 2007: Entry Data and Progress Data)

Baseline data will not be established until the FFY 2008 APR due February 1, 2010. For the FFY 2006 and FFY 2007 APRs, only entry and progress data were reported.

Data Reported in the FFY 2006 APR. The following charts show progress reports for those children who entered and exited special education services from the first cohort (2006-2007), after at least six months of services.

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A. Positive social-emotional skills (including social relationship):	Number of children	% of children
a. Percent of preschool children who did not improved functioning	34	27 %
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	27	22%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach	35	28%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	11	9%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	17	14%
Total	N= 124	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improved	42	34%

functioning		
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	43	35%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach	26	21%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	4	3%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	9	7%
Total	N= 124	100%

C. Use of appropriate behavior to meet their needs	Number of children	% of children
a. Percent of preschool children who did not improved functioning	35	28.2%
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	25	20.1%
c. Percent of preschool children who improved	29	23.3%

functioning to a level nearer to same aged peers, but did not reach		
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	11	8.8%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	24	19.3%
Total	N= 124	100%

Data Reported in the FFY 2007 APR. The following charts show progress reports for those children who entered and exited special education services from the first and second cohorts (2006-2007 and 2007-2008), after at least six months of services. The first chart provides a summary of PRDE's reported progress data for this indicator, while the next three tables provide the actual data used to calculate the measurements.

2007-2008 Preschool Outcome Progress Data	Social Emotional	Knowledge & Skills	Appropriate Behavior
a. Percent of preschool children who did not improve functioning	1.1%	2.6%	1.8%
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	20.7%	11.4%	9.2%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach it	37.6%	41.0%	34.3%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	25.8%	35.4%	36.2%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	14.8%	9.6%	18.5%

FFY 2007 Actual Measurement Data:

A. Positive social-emotional skills (including social relationship):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	3	1.1 %
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	56	20.7%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach	102	37.6%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	70	25.8%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	40	14.8%
Total	N= 271	100%

B. Acquisition and use of knowledge and skills (including early language/communication and	Number of children	% of children

early literacy):		
a. Percent of preschool children who did not improved functioning	7	2.6%
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function comparable to same aged peers	31	11.4%
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach	111	41.0%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	96	35.4%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	26	9.6%
Total	N= 271	100%

C. Use of appropriate behavior to meet their needs	Number of children	% of children
a. Percent of preschool children who did not improved functioning	5	1.8%
b. Percent of preschool children who improved functioning, but not sufficient to move nearer to function	25	9.2%

comparable to same aged peers		
c. Percent of preschool children who improved functioning to a level nearer to same aged peers, but did not reach	93	34.3%
d. Percent of preschool children who improved functioning to reach a level comparable to same aged children	98	36.2%
e. Percent of preschool children who maintained functioning at a level comparable to same aged peers	50	18.5%
Total	N= 271	100%

Discussion of Baseline Data (For FFY 2006 and FFY 2007: Entry Data and Progress Data)

The entry/progress data presented above shall continue to be used as a tool to look at how schools and school districts assess progress and preschool functioning. Through its analysis, the needs assessment was updated, and several steps and activities have been identified and will be carried out, in order to ensure both data accuracy and use of strong and sound assessments process.

The knowledge and experience gained in the collection and analysis of this progress report will be of strong significance for this process.

Measureable and Rigorous Targets

Measureable and Rigorous Targets will be established based on exiting data from the first cohort in FFY 2008 APR due February 1, 2010.

Discussion of Improvement Activities/Timelines Resources

Below PRDE reports the activities it has carried out as well as upcoming activities anticipated for the coming year.

Activities Carried-Out

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

- Training to leadership personnel (October 2006, and continuous)
- Training to preschool teachers, special education supervisors (October, November, December 2006, 2007, 2008)
- Development of forms to collect the entry data (October 2006, October 2008)
- Translation of COSF and other materials (October-November 2006)
- Collection of initial data (November 2006)
- Analysis of initial data (Jan to March 2007)
- Adjustments, modifications to documents and process (May 2007)
- Training, technical assistance and verification visits (starting January 2007, still ongoing)
- Collection of data and follow up for children entering services in the first cohort from Nov. 1, 2006 to June 30, 2007 (August to October 2007, 2008)
- Analysis, validation and report design (November 2007 to January 2008, November 2008 to January 2009)
- PRDE received technical assistance from SERRC in strategies to analyze and present data. (August 2007 to January 2009)
- Acquisition and initial training of the Creative Curriculum Assessment Tool, to be used for the ongoing assessment of children progress throughout the preschool stage. This tool is widely used in Puerto Rico by Head Start Programs and can constitute a shift in the manner in which schools collect and maintain progress data for preschool children. An initial training was provided, in collaboration with a Head Start expert to leadership PRDE's personnel during March 2007. The materials were distributed to the school districts and schools after the initial training.

In order to establish a solid basis for the implementation of this Indicator, PRDE has carried out intensive coordination and analysis of programs and teachers' needs in order to ensure improved services for very young children. In collaboration with SERRC, PRDE determined the need for improved teacher skills in early childhood typical development, assessment of preschool aged children. Trainings and follow up activities are ongoing.

Revisions, with Justification, to Improvement Activities/Timelines/Resources:

Upcoming Activities

The following activities are scheduled over the coming months:

- Individual technical assistance to school districts included in the second cohort (began in September 2007 and continuous throughout January 2008-May 2009)
- Follow up to teachers and other personnel on the use of Creative Curriculum Assessment Tool and Creative Curriculum (Dec. 2008 to May 2009)

-Identification and request of teaching materials and guides to improve preschool children learning (continuous)

-Verification of data gathered (February to March 2009)

-Continue to collect exit data for children in the first, second, and third cohorts (February 2009 to June 2009)

-Collect data for exiting children and compare to entry level data (ongoing, until June 2009)

-Analyze and compare data for exiting children to establish progress data for the indicator (September 2009-October 2009)

-Start collecting entry level data for the third cohort (July 2008-June 2009)

-Analyze alternatives to create an online reporting program to improve data transmittal from local schools to Central Level and management (April 2009)

- In order to ensure implementation of the Indicator, data collection and accuracy, PRDE plans to implement the following activities are on an ongoing basis:

- Include the preschool outcomes requirements as part of the state monitoring system
- Conduct periodic revisions of completed forms to ensure quality and completeness and identify and correct technical assistance needs
- Analyze data by school districts and regions to identify gaps, errors, and possible non compliance with the Indicator.

- In order to ensure implementation of the Indicator, data collection and accuracy, PRDE plans to implement the following activities are on an ongoing basis:

Activity	Timeline	Resources
<ul style="list-style-type: none"> - Include the preschool outcomes requirements as part of the state monitoring system 	2008-2009	Monitoring and technical Assistance units
<ul style="list-style-type: none"> - Conduct periodic revisions of completed forms to ensure quality and completeness and identify and correct technical assistance needs 	2008-2009	General and District supervisors
<ul style="list-style-type: none"> - Analyze data by school districts and regions to identify gaps, errors, and possible non compliance with the Indicator. 	2008-2009	General and District supervisors
<ul style="list-style-type: none"> -Continuous training to teachers and other personnel on the use of Creative Curriculum Assessment Tool (2008-2010) 	Continuous to 2010	General and District supervisors
<ul style="list-style-type: none"> Teacher training in order to improve teaching skills to very young children 	Continuous to 2010	General and District supervisors
<ul style="list-style-type: none"> -Identify additional technical assistance for teacher and other personnel to improve the preschools student's outcomes(2008-2010) 	Continuous to 2010	Monitoring and technical Assistance units
<ul style="list-style-type: none"> - Develop and maintain plans to improve and update data of student's outcomes(2008-2010) 	Continuous	Monitoring and technical Assistance units General and District

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		supervisors
-Design and evaluation plan in order to identify new necessities for improvement for this indicator(2008-2010)	2008-2010	General and District supervisors
- Develop strategies for outcomes dissemination to parents, teacher and other personnel(2009-2010)	2008-2010	General and District supervisors
Training in graduation rate PRDE new policy.	March to June 2010	Planning Office



Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement:

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

Overview of Issue/Description of System or Process:

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

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

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

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

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

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

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

Discussion of Baseline Data (FFY 2005)

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

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

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
1. Revise and modify the survey	Annually	Office for Parent Involvement
2. Increase parental responses to the survey	Annually	Office for Parent Involvement
3. Disseminate the results of the parent survey to regions and central level and other interested parties.	Annually beginning March 2007	Office for Parent Involvement

4. Training and technical assistance to school and district personnel on facilitating parental involvement	Continuous	Office for Parent Involvement
5. Foster joint parent/teacher trainings	Continuous	Office for Parent Involvement
6. Monitor the implementation of the established procedures for fostering parent involvement.	Beginning in August 2007	Office for Parent Involvement Monitoring Unit
7. Administer the survey, collect data and measure progress on parent involvement	Annually	Office for Parent Involvement

Part B State Performance Plan (SPP) for 2005-2010

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 # of districts in the State times 100.

Include State’s definition of “disproportionate representation.”

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

Overview of Issue/Description of System or Process:

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

In addition, as stated in Indicator 1, PRDE is a unitary system and is both the local educational agency and state educational agency.

If through its continued data collection efforts, PRDE determines that the racial make-up of students with IEPs changes.

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Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

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

Overview of Issue/Description of System or Process:

See the Overview of Issues/Description of System drafted for Indicator #9.

Part B State Performance Plan (SPP) for 2005-2010

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.

Overview of Issue/Description of System or Process:

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

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

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

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

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

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

Data:

Eligibility determination made within 60 days

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

Measurement:

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

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

Evaluation conducted within 30 days.

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

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

Discussion of Baseline Data:

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

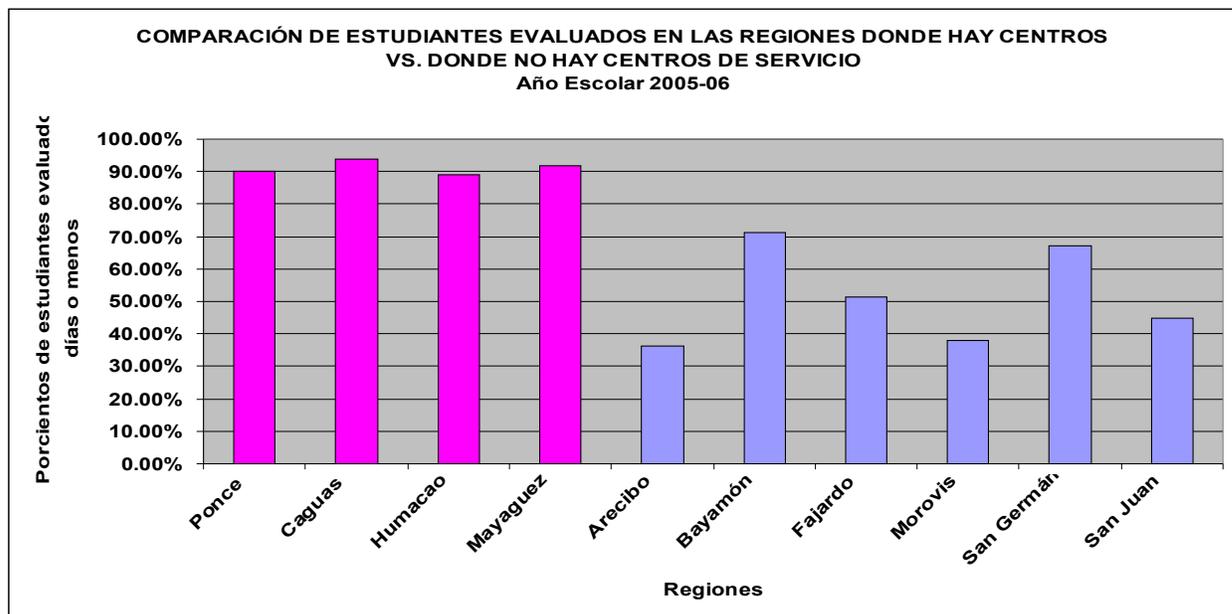
In analyzing the baseline data, PRDE considered the impact Service Centers might have on compliance with timeliness for this indicator. Making a comparison between regions which have the Centros and those that do not, an impact is clear. The effectiveness of the first group (regions with a Services Center)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

Comparing the Regions based on Service Center Evaluation Process

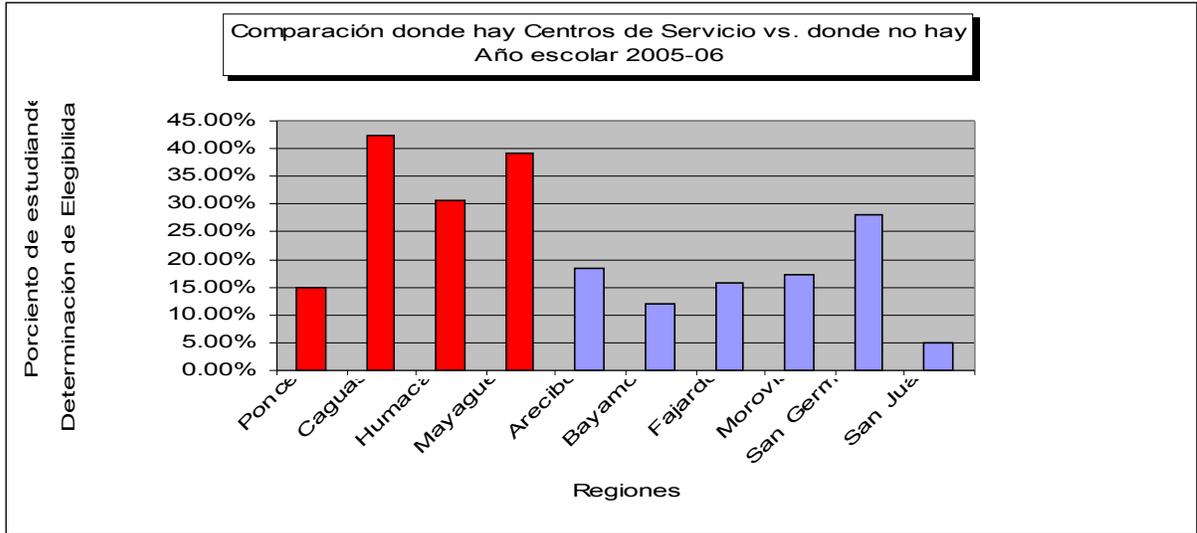
In the regions in which evaluation is being handled at the Service Centers, those regions registered 7,836 students, of which those that received their evaluation within the 30 day timeline was 91.30% y eligibility determinations made within the 60 day timeline were 31.24%.

In the Regions that don't have this program running through a Service Center, they registered 10,455 students, of which those evaluated within the timeline were 5,687, or 54.40%, and those receiving eligibility determinations within the timeline were 14.47%.

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



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



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

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

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

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

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

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

Improvement Activities / Timelines / Resources (updated with FFY 2007 clarification submission, 4/7/09):

Activities	Timelines	Resources
1. Open remaining Service Centers.	Summer 2007	PRDE Office of Special Ed
2. Conduct a pilot project in four educational regions (Ponce, Caguas, Humacao, and Mayagüez) where eligibility determinations will occur in the service centers of the region. The personnel that will work with this pilot Project will be dedicated exclusively to eligibility determinations in order to improve the timeliness of the eligibility determinations.	February 2007	Trabajadores Sociales Supervisores de Educación Especial
3. Implement a mechanism to Monitor timelines for initial evaluations.	As soon as the Centers are open	SAEE ,CSEE
4. Train personnel in general education process and services trainings to include and ensure timely management of the evaluation and determination process.	Continuously, beginning in February 2007	
5. Continue to enforce contractual terms for Corporations timely delivery of evaluation results (sanctions increase to be pay for Corps.).	Continuously	
6. Devote a team of evaluation providers for initial evaluations at each Center.	Beginning February 2007	
7. Continue to enforce compliance with timelines through case management at the Centers.		
8. Revised procedure/ memorandum	February to May 2007	Supervisors, social

regarding the pilot projects discussed in activity #1 above.		workers
9. Evaluate the Effectiveness of the pilot project in order to assure best procedures for best results in implementing this project in the remaining service centers island wide.	May 2007	
10. Implement the Eligibility Determination Pilot in the remaining Service Centers.		
11. Evaluate options and develop guidelines for dealing with parents who miss their appointments.		
12. Implement the Eligibility Determination Pilot in the remaining Service Centers	August 2008	PRDE Office of Special Education
13. Evaluate options and develop guidelines for dealing with parents who miss their appointments.	April 2008-June 2008	Social Workers at the Special Education Service Centers PRDE Special Education General and District Supervisors
14. Keep up working to implement the alert system in SEASWEB	Spring 2009	PRDE SAAE data management unit
15. Use the information system to generate monthly report or the cases registered for better monitoring compliance	January- May 2009	PRDE SAAE data management unit
16. Implement a new protocol for Eligibility Determination as proposed.	Summer 2009	PRDE SAAE

<p>17. CCoordinate with P.R. P.T.A. (APNI) for parents orientation on procedures and timelines for services provision (B11,B12) (Keep Evaluating and negotiating options and develop guidelines for dealing with parents who miss their appointments)</p>	<p>Summer 2009</p>	<p>PRDE SAE</p>
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Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b.# of those referred determined to be NOT eligible and whose 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.
- e.# of children who were referred to Part B less than 90 days before their third birthdays.

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

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

Overview of Issue/Description of System or Process:

Pursuant to Puerto Rico Law No. 51 of 1996, the Department of Health is responsible for the provision of Early Intervention Services to infants and toddlers ages 0 to 2 (inclusive). The Department of Education is responsible for the provision of special education services to students 3 to 21. Both agencies receive funds from IDEA Parts B and C.

To ensure an appropriate and smooth transition from Part C services to Part B services for eligible children, both agencies have in place an Interagency Agreement. The content of this agreement was widely disseminated to both agencies personnel, as well as to other collaborators such as Early Head Start and Head Start Programs during June 2005.

In order to improve compliance with the transition requirements, the PRDE established a partnership with the Asociación de Padres de Niños con Impedimentos (APNI), the Parent Training and Information Center for Puerto Rico, for the development of a project geared to provide preschool coordinators to facilitate the transition from Part C and preschool services provision. Currently under this project, 20 coordinators work islandwide as liaisons between Part C and Part B. There has been an improved transition process due to the implementation of this project.

Another PRDE initiative to increase transition compliance was the development of a system for common database between Part C and Part B. Through this project, granted by OSEP's General Supervision Enhancement Grant (GSEG), a digital program for the collection, maintenance, and sharing of data was established. Throughout the school year, Part C shares with Part B information on infants and toddlers ages 2 and over under their services so Part B can plan ahead resources and services that might be needed to provide services.

Through the implementation of this system, the need to streamline the process for information sharing and use has been identified. A plan has been developed in order to improve the collection, sharing, and use of the data.

Baseline data:

Data requirements as per this indicator are not available. Limited data from 2003 – 2004 is unreliable and incomplete. As part of the improvement activities of this plan, PRDE proposes to collect, validate, and maintain accurate and updated data on this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources (updated with FFY 2006 submission):

Improvement Activities	Timelines	Resources
1. Create an alert in the information system	March 2008 for creation, continuous	SAEE Staff

<p>(SEASWEB) 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>for ensuring effectiveness.</p>	
<p>2. Use the information system to generate a monthly report of the cases registered in order to better monitor compliance.</p>	<p>Monthly</p>	<p>SAEE Staff</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>Continuous</p>	<p>Technical Assistance</p>
<p>4. Evaluate and identify best practices for monitoring transition in coordination with both the monitoring and technical assistance units.</p>	<p>June – August 2008</p>	<p>Compliance Unit, Technical Assistance Unit</p>

Part B State Performance Plan (SPP) for 2005-2010

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 services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

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.

Overview of Issue/Description of System or Process:

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

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

- 1.1. Determination of the number of students being served aged 16 and above from our data base system.

- 1.2. The identified students were classified by school, school district and region.
- 1.3. A certification form with the necessary information was design and sent to the regions to collect the data.
- 1.4. A memorandum of instructions and responsible personnel for the data collection was prepared and given to the General Supervisor in charge of the task.
- 1.5. At the school level, teachers and school directors who have students identified by Child Count for this indicator were asked to look over the IEP, certify the form stating that the student’s IEP includes such services, and send the certification back to the Central level.

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

Baseline Data for FFY 2005 (2005-2006):

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

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

Discussion of Baseline Data:

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

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

Improvement Activities / Timelines / Resources (updated with FFY 2006 submission, 2/1/08):

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

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

<p>rehabilitation and vocational programs in order to improve our services</p>		<p>unit</p>
<p>6. Evaluate and revise accordingly PRDE's data collection method for this indicator. Transition from current data collection method (use of certification form, etc.) to questionnaire/checklist methods more commonly used by other states.</p>	<p>March 2008 - May 2008</p>	<p>SAEE staff and technical assistance from SERRC.</p>

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

This is the first year for which Puerto Rico is required to submit baseline data, discussion of baseline data, targets, and improvement activities (with the FFY 2006 APR Submission, 2/1/08). Puerto Rico has adhered to its timeline of activities as set out in its prior SPP and APR submissions and as a result is able to provide the required data. Our baseline data, discussion, targets, and developed improvement activities are all listed below.

The measurement for this indicator requires using data for students who exited secondary school at the end of 2005-2006 school year and who were tracked over the 2006-2007 school year. Puerto Rico made the decision to use census data for this indicator, not a sample. To determine the data to be used for the denominator for this measurement (i.e., the number of students to be assessed), PRDE used data from Table 4 ("Report of Children with Disabilities Exiting Special Education During the 2005-2006 School Year").

After identifying the population to be assessed, PRDE's process is to track the status on being competitively employed, enrolled in some type of postsecondary school, or both, for each individual within this population. PRDE adopted and employed the following definitions for competitive employment and post secondary school in establishing the criteria for tracking the students and data collection:

Competitive Employment: work in the competitive labor market that is performed on a fulltime or part time basis in an integrated setting for which an individual is compensated at or above the minimum wage, but not less than the customary wage and the level of benefits paid by the employer for the same or similar work performed by the individual who are not disabled.

Postsecondary school: a University or College (4 year program), Community or Technical College (2 year program), Vocational or Technical School, (2 year program).

The identified students are then classified by schools, school districts and regions. PRDE's survey for the data collection was designed using the National Post School Data Outcomes Center (Oregon University): Post School Data Collection Protocol. SERRC provided technical assistance on the procedures and steps required.

In February 2007, prior to issuing the survey, PRDE conducted activities to validate the survey. Validation activities took place in the San Juan Region with 24 special education students who exited services during 2005-2006. They were identified and contacted to complete the survey. The analyses of the document reflected no need for changes to the document. Information needed was provided as requested on the survey.

After survey validation an island wide meeting took place in October 2007 with social workers to discuss transition services and instructions for the task required. The corresponding student lists and surveys were distributed. The social workers who attended the meeting were responsible for tracking the students. These efforts included phone calls, home visits and other collaboration as needed such as visits to work and study sites, among others. The survey was conducted by phone. Information was provided by both parents and students.

By the end of October 2007 PRDE completed the survey information collection and results were sent to the PRDE SAEE central office where data was analyzed.

Baseline Data for FFY 2006 (2006-2007): 91.33%

# of Youth Assessed (total = 807)			Neither competitively employed nor studying	Not located	# of Youth Attempted to be Assessed who had IEPs and are no Longer in
Surveys demonstrated competitive employment, enrolled in some type of postsecondary school, or both (total = 737)					
Studying	Working	Both			
338	200	199	70	454	1261

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<p># 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</p>	<p>(DIVIDED BY) # of youth assessed who had IEPs and are no longer in secondary school</p>	<p>(EQUALS) Measurement for Indicator 13 / Baseline Data</p>
<p>737</p>	<p>807</p>	<p>91.33%</p>

Discussion of Baseline Data:

The percentage of youth assessed who had IEPs and are no longer in secondary school that have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school was 91.33%.

Once concern is that PRDE was able to locate and assess only about two-thirds of the students it attempted to assess for this submission. Puerto Rico will work to identify the reasons for this and improve the percentage of exiting students that it is able to locate and assess for the next submission.

It is also important to note that in identifying the students to include in its survey/assessment, Puerto Rico made an error in not including all youth who had IEPs and are no longer in secondary school in the universe of students to be assessed. Instead, Puerto Rico identified only youth who had IEPs who were no longer in secondary school by way of graduations.

Puerto Rico recognizes that in employing the census method, the total population of students to be assessed under this indicator should include the total number of students who exited secondary school from the following basis of exit categories from Table 4: (i) graduated with a regular high school diploma, (ii) received a certificate, (iii) reached maximum age, or (iv) dropped out of school. Students who exited special education due to the other Table 4 basis of exit categories (transferred to regular education, died, or moved (off of the island) known to be continuing) would not be included in the assessment for logical reasons (have not left high school, or have passed away, etc.).

Puerto Rico therefore erred by working with only one of the Table 4 basis of exit subgroups instead of the four subgroups it should have included. Puerto Rico inadvertently included only students with IEPs who exited post secondary school due to graduating with a high school diploma in its census. Looking back to the Table 4 data for 2005-2006, the total population of students that should have been included in the survey/assessment for this indicator is as follows:

High School Diploma	Received Certificate	Reached Maximum Age	Dropped Out	TOTAL
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1261	253	78	668	2260
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As such, the total population of youth Puerto Rico should have sought to survey/assess would have been 2260 instead of 1261.

Due to this oversight, Puerto Rico expects to revise this SPP and submit new baseline and target data in its FY 2008 APR for Indicator 14. Including the additional subgroups of students (students who exited due to receiving a certificate, reaching maximum age, or dropping out) in the denominator may have a significant impact on the results. As such, PRDE recognizes it may need to adjust the baseline and corresponding targets to take account for the oversight discussed above. Accordingly, the proposed improvement activities include correcting for this oversight to ensure a more accurate baseline for FY 2008.

Measureable and Rigorous Target:

FFY	Measurable and Rigorous Target
2007 (2007-2008)	91.33%
2008 (2008-2009)	91.5%
2009 (2009-2010)	91.7%
2010 (2010-2011)	91.85%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
1. Revise survey document to include all exiting students based on 618 data.	March 2008	Special Education General Supervisors (Central Level)

<p>2. Increase professional development on selected topics in secondary transition.</p>	<p>Continuously , following receipt of Technical Assistance</p>	<p>Special Education General Supervisors (Central Level)</p>
<p>3. Update or develop plans to improve secondary transition education and services and capacity implement.</p>	<p>March 2008 – April 2008</p>	<p>Special Education General Supervisors (Central Level)</p>
<p>4. Identify additional technical assistance for students outcomes improvement and activities for student retention.</p>	<p>Technical Assistance is to begin March 2008</p>	<p>Special Education General Supervisors (Central Level) DAC SERRC</p>

Part B State Performance Plan (SPP) for 2005-2010

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:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

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

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

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

Percent = b divided by a times 100.

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

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

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

Overview of Issue/Description of System or Process:

SEP evaluates districts, schools and regions in 21 separate IDEA compliance areas. These include:

- Transition

- Parents' Participation
- Performance Indicators
- Transportation
- Use of Funds
- Monitoring continuous
- CSPD
- Dispute Resolution
- Confidentiality
- Procedural Safeguards
- Disciplinary Actions
- Related Services
- Assessment
- Triennial reevaluation
- Unilateral Placement
- LRE
- IEP
- LD Eligibility
- Eligibility Determination
- Evaluation
- Child Find

Each compliance element is evaluated by the monitor using four different levels of compliance: exemplary, substantial, partial, and noncompliance. Schools are required to correct the identified noncompliance, or partial compliance. When findings are made at the school level, the finding is integrated into the findings and corrective action plan of the supervising district. For example, if School A is determined to be in partial compliance for Child Find activities. Both the school and the district will then be required to address the Child Find finding in their corrective action plans. In this way, PRDE aggregates problems evidenced at school to the district level, and the entire district will take the necessary corrective measures.

In order to identify Island-wide or systemic noncompliance, the monitoring staff analyzes how frequently monitoring findings in the 21 identified areas occur in the monitoring visits conducted during that cycle. Any violation that occurs in more than 10% of the entities monitored is then considered to be an Island-wide compliance issue. PRDE then conducts training for all special education personnel, school directors, and other affected individuals regarding the requirements in the identified problem areas.

School districts and schools are visited on a 3 years cycle. For the establishment of priorities, sites to be visited are selected using the following criteria:

- previous visits
- special education enrollment
- previous compliance history
- complaints, due process requests.

Monitoring, Compliance, and Sanctions

Per the Compliance Agreement, PRDE developed and implemented an effective set of procedures for sanctioning persistent, long-standing non-compliance. PRDE modified its monitoring system to address systemic compliance issues and established a methodology to sanction regions, districts, and schools appropriately.

PRDE currently monitors 21 specific compliance elements for IDEA. Each individual element is graded on a four-step system to determine compliance: exemplary, substantial, partial, noncompliant. Based on this system, PRDE established the following measures of compliance to determine the overall status of the monitored entity.

Level of Compliance	Measurement
Mild Non Compliance	If an entity is identified as being in non-compliance or partial compliance for 0-7 indicators.
Partial Non Compliance	If an entity is identified as being in non-compliance or partial compliance for 7-14 indicators.
Severe Non Compliance	If an entity is identified as being in non-compliance or partial compliance for 14-21 indicators.

ADDITIONAL INDICATORS

1. Special Indicators

In addition, PRDE has identified 6 of the 21 compliance elements that are critical to overall IDEA compliance. These include:

1. Procedural Safeguards
2. Evaluation
3. Eligibility Determination
4. Provision of Related Services
5. Least Restrictive Environment
6. Transition Requirements

If any monitored entity is in partial or noncompliance in these six areas, PRDE can adjust their compliance status to a higher level.

2. Past Performance & Substantial Progress

PRDE may also take an entity’s past performance and progress into account when determining the overall level of noncompliance. For example if a school is previously identified in 19 out of 21 indicators, and in a subsequent monitoring visit, the school reduces the indicators to 14 out of 21, then PRDE may determine that the school is in Partial Noncompliance Status as opposed to Severe Non Compliance.

SANCTIONS:

The following table is a list of sanctions for each level of compliance. Any of the following sanctions may be utilized to ensure compliance.

LEVEL OF COMPLIANCE	AVAILABLE SANCTIONS
<p>MINIMAL NON COMPLIANCE</p>	<ul style="list-style-type: none"> ● Add additional objectives to CAP <ul style="list-style-type: none"> ○ Involving stakeholders & evidence ● Letter from Special Education Director ● Mandatory Training, including legal consequences ● Require to utilize / partner with best practice models
<p>PARTIAL NON COMPLIANCE</p>	<ul style="list-style-type: none"> ● Appointment of Special Monitor / increased monitoring visits ● Progress Reports ● Hold Public Meetings <ul style="list-style-type: none"> ○ Involving Stakeholders ○ Modifications to CAP ○ Provide proof of meeting
<p>SEVERE NON COMPLIANCE</p>	<ul style="list-style-type: none"> ● Letter from Secretary w/ copy to personnel file ● Refer to state complaint procedure ● Personnel <ul style="list-style-type: none"> ○ Refer to disciplinary actions ● Schools / Districts <ul style="list-style-type: none"> ○ Condition of Approval of Consolidated Plans (all Federal funds) ○ Condition of approval for proposals under other programs ● Specifically identify school or district to court ● Publishing grades

Baseline Data for FFY 2004 (2004-2005):

A. # of finding of non compliance (priority areas)	B. # of corrections in # year
111	63

Discussion of Baseline Data 2003 - 2004:

During 2003 – 2004 school year, PRDE monitored 39 entities in all 21 areas described previously.

Following the visits, a report was issued to each entity and a Corrective Action Plan was requested. Follow up visits and tracking activities were carried out throughout the year after the follow up visits, determinations were made to close the corrective Action Plan or to apply sanctions depending on the non compliance level year of the identification of the non compliance, 22 entities still show non compliance findings, therefore PRDE is preparing to execute its sanction system. The 22 entities will receive letters from the secretary, training, and weekly follow up.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
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<p>1. Review and revise the monitoring system to include aspects identified as per the SPP</p>	<p>January 2006</p>	<p>PRDE Special Education Compliance Unit</p>
<p>1. Send close out letters to entities which evidenced correction of 100% of noncompliance findings</p>	<p>February 2006</p>	<p>Secretary or Designee and Special Education Compliance Unit</p>
<p>2. Send notification letters to entities with repeated non-compliance findings with one year of identification. These letters will identify the level of sanctions and the enforcement activities that will be carried out.</p>	<p>February 2006</p>	<p>Secretary or designee, Special Education Compliance Unit</p>
<p>3. Continue to implement the monitoring cycles to entities providing special education services.</p>	<p>Continuous</p>	<p>PRDE Special Education Compliance Unit</p>
<p>4. Incorporate compliance component as part of the Statewide Personnel Development System.</p>	<p>Continuous, beginning in August 2006</p>	<p>PRDE Special Education Program</p>
<p>5. Incorporate the use of the data from the special education information system, as part of the monitoring efforts.</p>	<p>Continuous, beginning in January 2006</p>	<p>PRDE Special Education Compliance Unit</p>
<p>6. Train and provide technical assistance regarding compliance to the educational system.</p>	<p>Continuous, beginning in March 2006</p>	<p>PRDE Special Education Compliance Unit</p>

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

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

Overview of Issue/Description of System or Process:

The PRDE has established a process to resolve complaints within the 60 day timeline requirement. This process coexists with the mediation and due process procedures that are designed to resolve parent and agency controversies regarding special education services. This complaint resolution process was approved by OSEP. Currently, and as initially established, the complaint resolution process is managed by PRDE’s Legal Division.

Baseline Data for FFY 2004 (2004-2005):

- . # of complaints received 50
- . # of complaints resolved in 60 days 0
- . # of complaints resolved in more than 60 days 0
- . # of complaints within extended timelines 0
- . # of complaints withdrawn or dismissed 8
- . # of complaints pending 42

Discussion of Baseline Data:

Although PRDE has an approved complaint resolution procedure in place, the 2004-2005 data highlights a delay issue for resolution of complaints. PRDE recognizes that although it is successfully monitoring the number of incoming and active complaints, changes must be made in order to come into full compliance with the timeline requirements for speedy resolution of complaints.

PRDE recognizes several reasons that may contribute to delay in resolution of complaints during 2004-2005. These issues include changes in leadership personnel, lack of adequate amount of investigators and lawyers, and lack of Special Education Program authority over this process. PRDE’s planned activities, listed below, have been designed to address these issues and eliminate delay in the complaint resolution process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources (updated with FFY 2006 APR submission, 2/1/08):

Activity	Timeline	Resources
1. Validation checks of information system to ensure all complaints are being recorded.	Quarterly	Special Education Legal Division ("SELD")
1. Monitor timeline of all pending complaints and determine if further action need be taken (i.e., communication with investigator or assigned lawyer to determine why any delay in progress, etc.).	Weekly	SELD
2. Hold trainings for investigators, lawyers, and other personnel related to the state complaint process.	Periodically	SELD

<p>3. Review and improve as appropriate the state complaint filing process, to include designing and incorporating a new model complaint form and expanding the sites wherein a state complaint can be filed.</p>	<p>March 2008-June 2008</p>	<p>SELD Administrative Complaint Investigation Office of the Legal Division</p>
<p>4. Evaluate resources and seek to hire new personnel to work with the state complaint process as determined appropriate (likely an additional investigator and an additional lawyer).</p>	<p>February 2008</p>	<p>SELD</p>

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement:
Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

Overview of Issue/Description of System or Process:

PRDE has in place a due process procedure to resolve special education services controversies between parents and the agency. Under this procedure, the complaint is filed at the office of the superintendent of the school district where the student resides by means of a Complaint Form and, upon doing so, the parents request that a due process hearing be held.

The parent may request to participate in a mediation meeting prior to the hearing. In such cases, participation in the mediation meeting will not affect nor interrupt any terms established in the due process regulations, for carrying out the hearing and the resolution of the complaint. PRDE is in the process of revising its procedure to ensure that the parents receive a written response from PRDE and the completion of the resolution meeting. To carry out this process, the agency has 9 lawyers and 9 investigators. A total of 6 administrative law judges are in charge of the procedure.

As per the consent decree in a long-standing class action case, Rosa Lydia Vélez vs. Department of Education, a Secretarial Unit under the PRDE Office of Special Education was established in 1996. Among other tasks, this unit is in charge of collecting and maintaining data on due process procedures. This is done through a digital system and the information is reported monthly to the court.

Baseline Data for FFY 2004 (2004-2005):

Data from Attachment I. Used for Measurement:

Data Year	3.2 - Hearings (fully adjudicated)	3.2(a) – Decisions within timeline	3.2(b) – Decisions within extended timeline
2004-2005	1,362	860	433

Measurement

Data Year	3.2(a) + 3.2(b)	Divided by (3.2)	Multiplied by 100	= Percent
2004-2005	1,293	0.9493	94.93	94.93%

Discussion of Baseline Data:

The data obtained for this indicator was provided by the Secretarial Unit, and is consistent with the data provided to the court on a monthly basis in compliance with *Velez*. An analysis of the data shows that 860 or 63.1% of all due process requests were adjudicated within the 45 day timeline. Only 69, or 5.07%, of all due process hearing requests remain pending at the conclusion of the given period.

Of the 433 due process hearing requests that were adjudicated after the 45 day timeline, approximately:

- 75% were extended by the administrative judge as per complaints' request
- 20% were extended by the administrative judge as per the need for a continuation
- 3% were extended by the administrative judge for due to calendar difficulties

- 2% were extended by the administrative judge at the Agency's request

The 69 active cases are still pending of a final resolution from the judge.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources (updated with FFY 2006 APR submission, 2/1/08):

Activity	Timeline	Resources
1. Include due process procedures as part of the Statewide Personnel Development System to ensure personnel's' understanding and implementation of adequate processes.	Continuous beginning August 2006.	PRDE Special Education Program, Information Systems Office

2. Request administrative judges to make an explanation of the reasons for resolutions being issued after 45 days timeline.	Yearly beginning January 2006.	PRDE Special Education Secretarial Unit
3. Continue to inform administrative judges on due process requests that are near the 45 days timeline expiration.	Continuous	PRDE Special Education Secretarial Unit
4. Continue periodic training, continuing education, for administrative law judges.	Continuous	PRDE Special Education Program
5. Encourage and publicize resolution session option to complainants.	Continuous beginning in January 2006.	PRDE Special Education Program
5. Re-train personnel on the due process procedures including the newly incorporated Resolution Meeting processes.	November 2007-January 2008	PRDE Special Education Secretarial Unit, PRDE Special Education Provisional Remedies Unity.
6. Review and amend contracts to be used with the administrative judges to specifically include compliance with timeline requirements.	July 2008	PRDE Special Education Secretarial Unit, PRDE Special Education Provisional Remedies Unit
7. Include in the information system a system for issuing alerts identifying due process cases that are approaching the end of their timelines.	February 2008	PRDE Special Education Secretarial Unit, PRDE Special Education Provisional Remedies Unit
8. Conduct a needs study to determine training area needs for administrative judges.	September 2007	PRDE Special Education Secretarial Unit, PRDE Special Education Provisional Remedies Unit
9. Train administrative judges on the requirements for proper time extensions for the 45 day timeline, along with other topics, in accordance with the needs	February – May 2008	PRDE Special Education Secretarial Unit, PRDE Special Education

study discussed above.		Provisional Remedies Unit
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Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

Overview of Issue/Description of System or Process *(updated with FFY 2006 APR submission, 2/1/08)*:

As explained in the FFY 2005 APR, PRDE was still in the process of implementing the resolution session process into its due process procedures one year ago. Since then, PRDE has implemented resolution sessions into the due process procedures, effective May 23, 2007. The first resolution session was held shortly thereafter. In order to implement the resolution process, PRDE was required to consult with the Rosa Lydia Velez (RLV) plaintiffs class as all changes or new incorporations to policies, processes, and procedures affecting services to children with disabilities and their rights must be discussed with the class for consent or approval under the RLV consent decree. This requirement was explained to and discussed with OSEP representatives during our verification visit in November 2007. While there was initially great controversy with the class, after roundtable meetings with parent representatives, PRDE was able to incorporate resolution meetings in accordance with IDEA 2004 and the corresponding federal regulations. Although controversy with the class regarding the resolution process remains, PRDE continues to discuss its resolution meeting process and its implementation thereof with the RLV class in RLV-related administrative hearings.

In preparing to implement the resolution meeting process, PRDE SAE trained its general supervisors, district supervisors, attorneys, hearing officers, and leadership from parents' organizations on the resolution meeting procedures and process. Recently, PRDE also trained special education teachers around the Island about the resolution meeting process and procedures as well.

Prior to implementation, personnel to be charged with implementation and oversight of the resolution process were recruited and appointed. A Coordinator of Resolution Meetings was appointed at the Central Level to serve as the coordinator and monitor the implementation of the process. The Coordinator of Resolution Meetings oversees PRDE personnel in charge of coordinating the resolution meetings at the regional level. These individuals were appointed in the past year and placed in seven of the Special Education Service Centers across the island to handle resolution meetings in the seven PRDE educational regions. The number of employees assigned to these positions in each region was determined based on the volume of due process complaints filed in each region. These employees are charged with investigating the allegations of the due process complaints going to resolution session and coordinating the resolution meetings. Their official title within the PRDE system is "Investigador Docente." Herein we will refer to them as the resolution meeting investigators/facilitators. These employees were trained in resolution meetings, disciplinary procedures, and dispute resolution strategies. They continue

to receive training on the resolution process to ensure it is effective in reaching agreements between the parties and maintaining parent satisfaction. PRDE central staff also holds periodical meetings with them to monitor the process and make adjustments that are proven to be necessary.

The following table reflects the number of resolution meeting investigators/facilitators in PRDE per region:

REGION	INVESTIGATORS/FACILITATORS
Caguas	2
San Juan	2*
Bayamón	3
Humacao	1
Ponce	1
Arecibo	1
Mayaguez	1

*There is still one vacant position that PRDE is actively recruiting for this region but it has encountered challenges in the recruitment process.

Baseline Data for FFY 2006 (2006-2007): 50%

Data Year	3.1(a), Settlement Agreements	3.1, Resolution Sessions Held	3.1(a) Divided by 3.1	= Percent
2006-2007	12	24	0.50	50%

Discussion of Baseline Data:

From the date of the implementation of resolution meetings until the end of the fiscal year (5/23/07-6/30-07), PRDE held a total of 24 resolution meetings. Of these 24 meetings, twelve reached total agreement, 5 reached partial agreements, and 7 did not reach agreement. This data was retrieved from the Due Process Unit's data collection base.

Because over ten resolution meetings were held in 2006-2007, PRDE is now required to use this baseline data to establish measureable and rigorous targets for the SPP. As resolution meetings were only held during a limited period of FFY 2006, it is difficult to predict if the result of resolution meetings held throughout an entire fiscal year will produce the same results. If the data during FFY 2007 yields significantly different results, PRDE will evaluate reasons for such cause and reserves the right to adjust its baseline and corresponding targets accordingly.

FFY	Measurable and Rigorous Target
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2007 (2007-2008)	50.3%
2008 (2008-2009)	50.7%
2009 (2009-2010)	51%
2010 (2010-2011)	51.5%

Improvement Activities/Timelines/Resources (updated with FY 2007 APR clarification submission, 4/7/09):

Activity	Timeline	Resources
1. Visits to the CSEE to monitor the implementation of the meetings and supervise the work of the investigators.	Periodical.	Hilda Teresita Sierra, Coordinator of Resolution Meetings
2. Meetings with the resolution meetings investigators/facilitators to review any challenges they are facing and clarify doubts about the process and their responsibility.	Periodical	Hilda Teresita Sierra, Coordinator of Resolution Meetings Special Education Legal Division Director
3. Monitor and ensure timeliness of resolution sessions to include tracking timelines through the designed computer system.	Continuous	Secretarial Unit
4. Continue to design and provide trainings to the investigators/facilitators to further train them in dispute resolution and conflict management.	1 additional training by May 2008	Hilda Teresita Sierra, Coordinator of Resolution Meetings PRDE SAEE

<p>5. Continue to design and provide training to all other relevant personnel (including process, forms, best practices, etc.).</p>	<p>Periodic</p>	<p>Secretarial Unit Director, Special Education Legal Division Director</p>
<p>6. Recruit and hire new investigators as the positions open.</p>	<p>As necessary. For open positions, as soon as a qualified candidate is identified, is extended an offer, and agrees to take the position.</p>	<p>Human Resources</p>
<p>7. Offer training to all the Special Education teachers around the Island.</p>	<p>It has already been done since November 2007. However, Arecibo's region training was cancelled due to the weather and is going to be rescheduled this semester.</p>	<p>PRDE SAE</p>
<p>7. Implement parental evaluation regarding the resolution session experience.</p>	<p>Summer 2009</p>	<p>Resolution Meeting Coordinator</p>

Part B State Performance Plan (SPP) for 2005-2010

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.

Overview of Issue/Description of System or Process:

PRDE has in place procedures to resolve special education services controversies through mediation. Mediation procedures allow parents and the agency resolve a controversy with a mediator on voluntarily basis. This process is under the responsibility of the Secretarial Unit which tracks all mediation requests and results.

Baseline Data for FFY 2004 (2004-2005):

Data from Attachment I Used for Measurement

Data Year	2.1(a)(1) – Agreements Reached in Mediations Related to Due Process	2.1(b)(i) – Agreements Reached in Other Mediations (not Related to Due Process)	2.1 – Total Number of Mediations
2004-2005	360	44	666

Measurement

Data Year	2.1(a)(i) + 2.1(b)(i)	Divided by 2.1	Multiplied by 100	Percentage/Measurement
2004-2005	404	0.6066	60.66	<u>60.7%</u>

Additional Data

of mediations requests 666

of mediations related to due process 620

of mediations agreements 360

of mediations not related to due process 46

of mediations agreements 44

of mediations not held 2

Discussion of Baseline Data:

By definition, mediation is never guaranteed nor should it always be expected to result in an agreement. For the system, however, it is ideal to encourage and aim for mediation to result in agreement whenever possible. The baseline data for 2004-2005 reflects that 60.66% of all mediations ended in agreement.

A simple analysis of the Attachment I data which breaks down the number of mediations related to due process in comparison to all other mediations and the corresponding number of agreements

reached in both categories reflects an easily anticipated and logical result; mediations related to due process have been less likely to result in mediation agreement than mediations not related to due process. Specifically, only 58% (360/620) of agreements for mediations related to due process ended with an agreement where 95.6% (44/46) of other mediations, those not related to due process, did end with an agreement.

Data for this indicator was obtained through the information system of the Secretarial Unit.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	60.7%
2006 (2006-2007)	61%
2007 (2007-2008)	62.5%
2008 (2008-2009)	63.5%
2009 (2009-2010)	64.5%
2010 (2010-2011)	65%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
1. Include mediation as part of the statewide Personnel Development System to ensure adequate comprehension and implementation of mediation process.	Continuous, beginning in August 2006	PRDE Special Education Program

2. Disseminate mediation process to schools and public.	Continuous, beginning in March 2006	PRDE Special Education Program
3. Include mediation as part of the focused monitoring system.	Continuous, beginning in January 2006.	PRDE Special Education Compliance Unit
4. Encourage and publicize mediation options.	Continuous, beginning in August 2006	PRDE Special Education Program
5. Provide on-going training to mediators.	Continuous, beginning in August 2006	PRDE Special Education Program
6. Collect evaluation feedback from mediators and mediation participants.	Continuous, beginning in August 2006	PRDE Special Education Program
7. Analyze evaluation feedback materials to help identify mediation skills that enhance likelihood of mediation resulting in agreement.	Continuous, beginning in August 2006	PRDE Special Education Program
8. Schedule Mediations in a timely manner.	Continuous	PRDE Special Education Program, Secretarial Unit

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

PRDE has developed an information system which is focused on the collection, maintenance and updating of information on all IEP students. This system provides PRDE with relevant data and is designed to provide all 618 data requirements. Due to the fact that the system is relatively new, it has gone through a validation and revision process to ensure completeness, and accuracy of the data. Data of Child Count information from December 2003 and 2004 was retrieved from the system.

In order to ensure accuracy of data, during both years, manual counts were also made. During the two years of implementation, three main areas of the system were identified as being in need for improvement: (a) the inclusion and modification of programming fields, (b) the hiring of additional personnel for data entry at districts level, and (c) the improvement of the communication technology.

PRDE reported a series of reports to Westat regarding state reported data. For simplicity of identification, the following chart outlines the submitted reports that are discussed in more detail below:

Report	Data Reported
Table 1	Report of Children with disabilities receiving special education by age, disability, and by race/ethnicity
Table 2	Personnel
Table 3	Report of children with disabilities receiving special education by educational environment
Table 4	Report on children with disabilities exiting special education during 2004-2005 school year
Table 5	Report on students with disabilities unilaterally removed to an interim alternative, or suspended or expelled for more than ten days in 2004-2005

Baseline Data for FFY 2004 (2004-2005):

The following chart identifies the submission and due dates.

Report	Due data	Submission date
Table 1	February 1 st , 2005	January 31 st , 2005
Table 2	November 1 st , 2005	November 1 st , 2005
Table 3	February 1 st , 2005	July 2005
Table 4	November 1 st , 2005	November 1 st , 2005
Table 5	November 1 st , 2005	November 1 st , 2005

Discussion of Baseline Data:

As per the data presented, four out of five reports were submitted timely. Only one report, Table 3, was submitted late. This report was due on February 1st 2005 but was not submitted until July 2005. PRDE experienced major difficulties which prevented a timely submission. During the validation process, missing placement fields in several students' files were identified and a manual rechecking of these files had to be done. In order to do this, a print out with the identified incomplete files was done and visits to specific schools get the correct and complete information were carried out.

To date, PRDE has not received any requests from WESTAT/OSEP to resubmit the data. However, PRDE has initiated a revision process to identify and correct any inaccuracies.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%

2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources *(updated with FFY 2006 APR, submitted 2/1/08):*

Activity	Timeline	Resources
1. Continue to implement annual activities for 618 data collection.	Annually, beginning August 2006.	PRDE Special Education Planning Unit
2. Upgrade the information system programming in order to modify and include identified fields.	August 2006	PRDE Special Education Program, Information System Contractor
3. Hire and train additional data entry personnel for school districts.	August 2006-December 2006	PRDE Special Education Program, Regions
4. Ensure necessary infrastructure to all 84 organizational districts.	January 2007	Secretary or designee, Special Education Program, Auxiliary Services Office.
5. Validate and monitor 618 data retrieved from the information system.	Annually, beginning in February 2006.	Special Education Planning and Compliance Unit
6. Continue to train special education personnel and other related staff in the new data based information system.	Continuously	Special Education data information Unit In collaboration with the contracted company.

<p>7. Continue with our data based information system island wide implementation</p>	<p>Continuously</p>	<p>Special Education data information Unit</p>
<p>8. Incorporate new elements to the data system to improve in our data collection and reporting (Transportation, Assistive technology, Appointments coordination)</p> <p>Complaints / Due Process Hearings</p>	<p>March 2008</p> <p>June 2008</p>	<p>Special Education data information Unit</p>